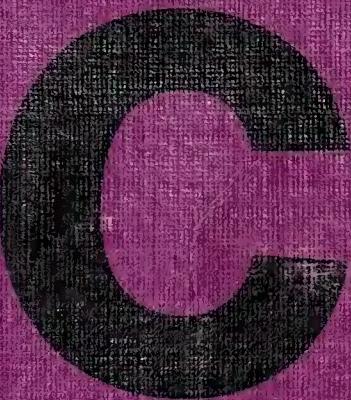


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Teacher's Guidebook for

**starting
points in
language**

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by Corinne Farber

**General Editor
Bill Moore**

**GINN AND COMPANY
EDUCATIONAL PUBLISHER**

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Starting Points in Language – Basic Assumptions

In planning the content, the organization, and the teaching-learning strategies in *Starting Points in Language*, the authors have kept the following assumptions very much in mind.

- that children think only to the extent that they can use language and that language is the tool that enables them to relate new experiences to what they already know, to come to conclusions about the new experiences, and to modify and extend their understandings in the light of new experiences; in short, it is language that allows children to make sense of the world around them
- that children who come to school have already through concrete experiences and real-life situations acquired the ability to use language, and that the child should extend this ability by unifying the children's school and outside-school life
- that much of the knowledge and information children bring to the language program is the result of sensory experience—what they have observed, touched, experimented with, listened to, reacted emotionally to — and that a language program should make some provision for student involvement in sensory experiences
- that children's learning proceeds from the concrete experience to the abstract concept, from the personal to the impersonal, and that the affective, or emotional, response is as relevant to learning as the cognitive, or intellectual response
- that the knowledge, the information, the ideas, and the attitudes children bring to the language program are not restricted by subject area and that a language program should be interdisciplinary in scope
- that many of the ideas and attitudes children bring to the language program have been acquired through talking, and that a language program should allow children to talk together about their experiences, to share their ideas, to examine their attitudes
- that language is not a separate subject area but a process that is related to reading, writing, speaking, listening, acting out, and to all the subject disciplines
- that language skills are more readily understood and acquired when they are related to material that is of interest and concern to children rather than presented in isolation
- that children's needs, abilities, and interests differ, and that there can be no one "system" but only a system that provides alternative learning experiences and is based on a broad range of teaching-learning strategies

Starting Points in Language – A Thematic Organization

It was decided by the authors and those concerned with the development of *Starting Points in Language* that a thematically organized language program best implemented the basic assumptions described above.

Choice of Themes

Several criteria were used in selecting themes for each level of *Starting Points in Language*. First, a theme had to be of interest to most children at these age levels. Second, the theme had to provide a functional framework for the teaching and learning of language skills. A third consideration was the range of themes at each level. Language has a content of its own and therefore each level contains themes about language and literature. Because language skills

Themes in Starting Points in Language

| | Level A | Level B | Level C | Level D | Level E |
|-------------------------------|---|--|--|--|---|
| <i>Language</i> | Starting Points Do You Get the Message? | In Hot Water | What's in a Word? 'Twas Brillig | Choose a Word 'Twas Brillig | Ha no ha no O ro You Too Can Be a Handsome Dog |
| <i>Literature</i> | What's on Your Bookshelf? | Things that Go Boom in the Night Zeus Is Hurling His Thunderbolt | What Might Happen If... They Dared to Be Different | Laughter Makes the World Go 'Round They Dared to Be Different | It Was a Dark and Stormy Night The Sea Is a Hungry Dog Then... I Heard a Sound Behind Me |
| <i>Human Values</i> | Who Am I? | What's a Hero? | Dear Puzzled | Girls and Boys Chain Up for Tailor-Mades | Part of the Crowd In the Eye of the Hurricane \$500,000 and Blisters |
| <i>Art Sensory Perception</i> | How Do You Know Your Soup is Hot? Does the Kennel Fit the Dog? | String-a-Line | A Turn, a Twist, and a Bend | Feeelin' Groovy | Where Were You on the Night of January 14 at 7:02 P.M.? |
| <i>Science</i> | Spiders are Different His Brain Weighed Just One Pound Snakes Alive! Dig in the Sand and Look at What Comes Up | It's a Dog's Life Stop, I Can't Bear It! Every Time I Climb a Tree | The Unexplained Horses Are... No Wild Animal Dies of Old Age | You Don't Want to End Up in a Shark's Stomach Up, Up, and Away | Children, Eat Your Algae |
| <i>Social Studies</i> | I'm The King of the Castle The World Is... The House That Suits You May Not Suit Me | Below 32 Knights and Dragons Tell Us a Story What's Special About Today? | If Once You Have Slept on an Island Highways and Byways I Dig! Man Pays | Strange Places Buffalo Dusk Rogues and Riches | One Giant Leap |
| <i>Other</i> | Good-by Until Next Fall | It's a Mystery to Me If You Don't Watch Out... | Take Me Out to the Ball Game Eat, Eat, Eat! But Everyone's Wearing It! | There's Always Something to Do | Everybody's Talkin' Don't Fall Out of Windows Much |

are necessary for learning in all subject areas, each level includes themes that might be classified as social studies or science. In order to use and build on the child's outside-school experiences, each level contains themes about sports, art, or leisure-time activities. And because the language skills are so closely related to personal growth and development, there is at each level one theme that encourages children to think about human relationships and values.

The chart "Themes in Starting Points in Language" lists by subject area the themes for each level. It should be noted, however, that each theme has been classified on the basis of its major emphasis; obviously many themes will relate to several subject areas.

Content of Themes

Each theme contains a variety of "starting points" — excerpts from literature, newspaper clippings, cartoons, black-and-white photographs, poems — chosen because of their motivational appeal. Related activities are classified under the headings Mostly Acting, Mostly Talking, and Mostly Writing. For example, "I'm the King of the Castle," the first theme in *Starting Points in Language A*, the talking, acting, and writing activities include appreciating rhyme in chants, comparing information about the ways games are played, using the encyclopedia to find answers to questions, interviewing older persons about games played in the past, reporting findings to the class, acting out conflicts in games to learn why rules are important, determining ways of resolving conflicts, describing games clearly enough to be understood by others, writing imaginary stories about games, making up games.

Learning objectives for each theme are classified under the headings Talking-Listening; Moving-Acting; Valuing; Writing; Literary Appreciation; Language Study-Vocabulary Development; Locating and Organizing Information. For the learning objectives in each theme, see the charts preceding notes on each theme in this guide.

A flow chart indicating major activities and content areas in the theme is found immediately after each of the learning objectives charts.

Advantages of Themes

A thematically organized language program has many advantages for students and for teachers. The use of themes:

- provides a practical vehicle for the implementation of a language program built around reading, writing, speaking, listening, and acting out.
- provides "freedom within structure" for the teacher who wants children to learn the basic skills of communication and at the same time have sufficient opportunity for creative expression
- ensures that language will be viewed as a process related to all subject areas rather than as an isolated subject
- enables the teacher to make the decision about which parts of the program will be used with one group, with small groups, and with individuals
- allows children to pursue an enquiry or problem-solving approach by questioning, hypothesizing, experimenting, testing, and researching within an overall framework determined by the teacher

- makes it possible for all children to participate in the same theme by providing a broad range of activities for different ability and interest levels
- allows children to start with concrete personal experiences and proceed to impersonal analysis, and encourages affective and cognitive responses by presenting a variety of stimulus materials
- increases the opportunity for critical thinking and reduces the possibility of faulty ideas by including a number of viewpoints and opinions about a topic
- reduces learning problems by giving children a longer period of time in which to build up information and vocabulary about one topic
- enables children to learn the mechanical skills of communication in a meaningful context rather than in isolation

Planning the Theme

In planning a theme, the following recommendations are suggested:

1. *Choosing a theme* — There are fourteen themes in each of the *Starting Points in Language* texts. All themes can, of course, be done or a selection of themes can be made by the teacher and/or the students.
2. *Timing of theme* — No maximum period of time can be recommended, but a minimum of two weeks for each theme is suggested. The amount of time given to any one theme will depend on the students' interests and abilities, and upon the extent to which they go beyond the suggested activities in the text.
3. *Selecting activities and skills objectives* — Charts outlining the learning objectives and activities in each of the themes are included in this guidebook. These will be helpful in planning the development of the theme and in making a choice of activities and skills objectives.
4. *Mostly Acting, Mostly Talking, Mostly Writing* — These sections in the guidebook give information on the objectives in these categories and suggestions for skills teaching. It is suggested that this material be read before beginning a theme.
5. *Specific suggestions for theme* — Summaries, notes on activities, and book lists for each theme are provided in this guidebook. Books related to the theme should be secured before the theme is started.
6. *Grouping* — It is recommended that the opening activities be done with the class as a whole, that some activities be done in small groups, and that other activities be done on an individual basis. However, decisions about grouping should be made by the teacher and on occasion by the students.
7. *Kinds of groups* — The thematic approach provides many opportunities for children to be grouped on the basis of interest; this type of grouping is often useful as an alternative form of grouping in a class where children are usually grouped by achievement. Children who require practice in a particular language skill may be brought together in a special needs group; when the skill is mastered, the group is disbanded.

Mostly Talking — Mostly Acting — Mostly Writing

Mostly Talking

Oral language is the most common method of communicating. The child who cannot listen to what others say with comprehension and who cannot communicate his or her ideas clearly is handicapped in school and in everyday life.

Oral language—which includes speaking and listening—is the foundation for writing and reading activities. In order to achieve facility with language, students must use language in a variety of situations. The many activities in *Starting Points in Language*—mostly talking—provide the students with this variety of situations.

In this manual, speaking and listening are separated in order to provide more detailed suggestions for each of these areas of the oral language program. Aims and objectives, plus practical suggestions, are included for each of the two sections.

Speaking

Aims/Objectives

A. Express ideas and thoughts clearly.

1. Ideas should be presented in a logical sequence and should be adequately developed.
2. Details should be chosen and presented so that their importance is clearly understood.

B. Extend vocabulary so that the speaker:

1. can use words to express exact meanings.
2. has a variety of language available, thus making for more interesting communication.

C. Help students develop socially, as members of a group, by sharing experiences and ideas with each other; help students gain confidence.

Kinds of Oral Language Activities

A. Conversation

Conversation is an informal way for the students to communicate with each other. Many of the *mostly talking* activities in *Starting Points in Language* fall into this category. Many of the activities relate to the sharing of experiences or feelings the students have had.

Some points to keep in mind in promoting conversation:

1. The classroom atmosphere should be relaxed.
2. Students should talk *with* and not at each other.
3. Students should listen and respond to what others say.
4. Students should contribute to but not monopolize the conversation.
5. Students should interrupt politely to present a different point of view or a new idea.
6. Students should disagree politely.
7. Students should introduce new topics when needed.

B. Discussion

A discussion differs from a conversation in that it keeps to one topic. A good discussion requires everyone in the group to participate, to listen to what others say, and to keep to the subject.

Many of the discussions in *Starting Points in Language* will be carried out in small groups. As the students' previous experiences with small group discussions will vary from class to class, you might choose from the following suggestions those that are suitable for the particular group.

1. A small group should ideally consist of less than six people. Five is generally a good number to have in a small group.
2. Include in a group students with different verbal abilities and both boys and girls. You should make up the groups most of the time.
3. Adult direction is necessary until students have developed discussion skills. It is important that you act as a *guide* in facilitating the discussion process rather than being a participant in the discussion of the topic. The students should be encouraged to talk to each other, *not* to you. One way to achieve this is to *not* have the students raise their hands when they want to

speak, but rather to learn to take turns and to speak when someone else has finished. This will also make the students better listeners.

To develop the discussion procedure you should:

- (a) create a relaxed but “businesslike” atmosphere.
- (b) see that all members understand the meaning of the topic in the same way. This can be done by having one student say what the topic means to him or her and asking the others if they agree. Then the students are ready to begin their discussion.
- (c) encourage participation of all group members. If someone has not participated for some time, you could say something like, “Sally, what do you think about Jim’s idea?” or “Sally, what comes into your mind about this suggestion?”
- (d) help students keep to the topic by reminding them quietly that they have digressed. A simple reminder such as, “That’s a good idea for another discussion” could be used. If students digress too much, then the topic under discussion may not be suitable and they might discuss what would be a better topic.
- (e) help students listen well. If students tend to repeat what has already been said or make inappropriate and unrelated comments, you could call this to their attention by saying, “Tim has already said that.”
- (f) help curb the person who frequently interrupts. This can be done by saying, “Remember to wait your turn,” or “Sally hasn’t finished speaking.”
- (g) help the group summarize. When the students have finished contributing to the topic ask them to recall the main ideas of the discussion. As the students’ facility to handle discussions develops, summarizing can lead to making conclusions.
- (h) help the students think carefully about what they and others in the group say by occasionally asking questions that require elaboration, clarification, and qualification. Students, like adults, often make statements that are incomplete thoughts, generalizations, or exaggerations. To further the elaboration of a statement you could say, “Sally, tell us some more about how it was made”; to help clarify a statement you could say, “Sally, explain that a little more”; and to help overcome the habit of generalizing or exaggerating you could ask the student to qualify the statement by saying, “Sally, is that true about *all* horses?” or “Sally, is there an instance when that is *not* true?”

C. Oral Reports

1. Aims

- (a) Allow students to explore one particular subject or area and present findings to others.
- (b) Allow students to expand vocabulary by learning related vocabulary.
- (c) Allow students to experiment with methods of organization.
- (d) Allow students to sort, sift, and select details.
- (e) Provide students with opportunity to speak to a group of peers.

- 2. Students will need careful guidance to help them learn how to prepare and present oral reports. It is a skill that can be learned but that needs practice, like any other skill. Because the students are in the learning process, their oral reports will not be polished. To be fair to the other students who are the audience, reports should not be presented too often.
- 3. You are referred to the Handbook in *Starting Points in Language* for information on how to prepare and present oral reports.

D. Interviewing

An interview should be planned in advance. The first interview the students do should be short, and the subject of the interview should be familiar to the students, so that they do not have to do any research. (This is particularly true in the lower grades.) Remind the students that the interviewee is giving up his or her time and the students should be courteous enough to be prepared. It is suggested that students watch some TV interview programs and notice the interviewer’s technique, keeping in mind the four points mentioned below.

- 1. The interviewer should know some facts about the interviewee—such as special interests—and decide what information he or she wants to find out.
- 2. It may be necessary to get some background information on the subject; e.g. if you are going to ask questions about horses, you should know something about horses.

3. Adequate time and thought should be given to making a list of questions to ask—interesting questions that will elicit interesting responses; factual questions; questions requiring the interviewee to state opinions and feelings.
4. The interviewer should decide how to end the interview. Will the interviewer sum up the main points? Remember to always thank the interviewee.

Listening

Talking is the most common form of communication, but it is ineffective without a listener. Listening forms half of this communication process. Listening is not the same as hearing; it involves an understanding and interpretation of what is heard. Children today are subjected to a multitude of sounds. What should they listen to? How should they listen? Students can improve their listening ability because listening skills can be taught.

Aims/Objectives

A. Listen attentively

The listener's attention is focused on one person or one type of communication—e.g. conversation, discussion, radio or TV program, recording—to gain information and follow directions.

B. Listen Appreciatively

The student listens for enjoyment and to develop awareness, imagination, and sensitivity in conversations, poems, stories, and music.

C. Listen critically or analytically

The student listens for a specific purpose such as the main idea, details, sequence, implications, comparisons, conclusions. This is an extension of attentive listening because the listener now has to respond in some way.

Role of the Teacher

To help develop good listening skills, you should:

- A. ensure that the students have a valid reason for listening—a purpose for listening—and this purpose should be established before the listening begins.
- B. ensure that the physical environment is comfortable. Noise and movement distractions should be removed or minimized. The room temperature should be comfortable. Seating should be arranged so everyone can see easily and is comfortable. Visual materials should be easily seen by students.
- C. speak with an interested and interesting tone of voice; keep the talking speed level with the students' listening speed.
- D. avoid needless repetition, especially in giving instructions. If the students know you will repeat the instructions several times, they will not listen the first time. You should tell the students to listen carefully as the instructions will only be given once. You may want to ask the students if there is anything they did not understand about the instructions and clarify any questions asked—but the instructions as a whole should not be repeated.
- E. help students understand what they have heard by asking questions such as, "What did Sara tell us about?" or "What three things happened to Sara?"
- F. work with the students to make a list of bad listening habits and discuss ways of overcoming them.
- G. be a good listener. Listen attentively to the students, with your full attention—look at the student and respond specifically to him or her.
- H. encourage students to listen politely and attentively to classmates.
- I. remember to keep your talking to a minimum.
- J. identify students with physical hearing difficulties.

Listening Activities

It was mentioned in the beginning of the *mostly talking* section that the many activities suggested in *Starting Points in Language* will provide students with ample opportunities to practice listening skills—informal conversation, reporting, planning, storytelling, interviewing, dramatization. However, you may want some specific activities to develop particular listening skills and the following have been included for this purpose. You should remember to adapt the activities to the needs and abilities of the students and use the activities as a *part* of the language arts program, rather than in isolation.

A. Listening Attentively

1. Listening to follow directions

(a) Using an object

Choose an object, such as a piece of chalk on a chalkboard ledge, as a focal point. Give simple directions relating to the object for the students to carry out. For example, you could say: "Walk to the chalkboard with one hand behind your back, pick up the chalk, write your first and last names on the board, return the chalk to the ledge."

When the students become familiar with this activity, have them make up directions for their classmates to follow. Directions will vary from simple to more complex, depending on the students' abilities.

This activity may be modified slightly to have students follow directions that are not related to one specific object. For example, you could say, "Walk to the door, open it, write your name on the chalkboard."

(b) Manipulating several objects

Choose five or six objects that students are familiar with—books, writing materials—and then give the students directions such as, "Give a yellow pencil to the person on your left" or "Open the book to page 29 and put it on the front table." The directions can be easy or difficult, depending on the students' abilities. By including several instructions in one direction you can increase the difficulty of the direction.

(c) Following specific directions

Each student will need a sheet of lined paper and a pencil. Tell the students you are going to give them some instructions and they are to follow the instructions exactly as given. Pause between each instruction. When everyone is ready say, "On the upper right-hand corner write your first and last name. Below your name write the number of your grade (or classroom). At the left-hand margin, on every other line write the numbers from 1 to 10. After each number you will write the answer to each direction. If you do not understand a direction, leave the space blank and go on to the next number. Each direction will be given only once."

Give the ten instructions, which should increase in difficulty as you progress through the numbers. Here are several examples of different kinds of questions.

- After number 1 write the words "to," "in," "from."
- After number 2 write in alphabetical order the words "jump," "ran," "sit."
- If Canada is north of the United States write "north," if Canada is south of the United States write "south."
- Draw one smaller circle inside a larger circle and divide the smaller circle in two by a line that is continued to cut the larger circle in one place only.

(d) Sequence in directions

Have the students write a series of directions (perhaps five to start with) for actions that their classmates can perform in sequence in the classroom. Let one student read aloud his or her directions while the others listen, then let the student choose a member of the group to perform the actions in correct sequence. The students could make up directions such as (a) put a book on top of your desk (b) open the classroom door (c) write your first name on the board (d) shake hands with the teacher (e) return to your seat.

B. Appreciative Listening

1. Listening for mood

Have the students listen to a short story or story excerpt and notice how they felt as they listened—"How did the story make you feel?" "Did your feelings change at any time?"

You or a good reader could read the stories aloud, stories could be put on tape, or recordings of stories, such as Hans Christian Andersen fairy tales, could be used.

2. Listening for pleasure

Tell the group that you are going to read them a story for enjoyment. Tell them that after you finish reading you want them to talk about why they liked (or disliked) the story. But their answers should be more specific than "It was scary." They should talk about actions and scenes that were scary.

You could set aside a few minutes each day to read a novel to the students. If this is done, the novel could be used for this activity.

C. Critical or Analytical Listening

1. Listening for main ideas.

(a) Imaginary or true

Discuss with the students the difference between imaginary stories and true stories.

Then give the students a short example of each and have them say which is imaginary and which is true; for example, "The cow jumped over the moon" and "The cow was ready to be milked."

To begin, use short easy examples and gradually increase the length of the stories.

When the students are familiar with the idea they can take turns telling imaginary or true stories to their classmates and asking them to say which it is.

(b) Name the story

Find short, simple, unfamiliar stories or narrative poems to read aloud to the students and have them make up titles for each story. Unused readers or short story collections are a good source of material.

(c) Summarize a story

Read a short story to the students and have them retell the plot in one sentence. Choose stories that are at the students' reading level. As this may be difficult at first, your help might be required.

(d) Retell a story

For slow readers it is sometimes helpful to read them a short story and then have them retell it in their own words while you write it down.

(e) Main ideas

You or the students may read to the class selections from graded reading skills texts such as the *Reader's Digest Skills Builders*, from newspapers and magazines, or from texts in content areas and have the students select the main idea in one of the following ways:

- choose a title from several suggested
- make up their own title
- identify the main idea from several suggested
- state the main idea in their own words

The method of response will vary according to the ability of the students. The students could also express the main idea as a newspaper headline, a TV newsflash, or a telegram.

2. Listening for sequence of ideas

(a) What happens next?

- Read aloud to the students part of a story that is unknown to them and ask them what they think will happen next. Unused or supplementary readers are a good source of material.
- Have the students make up a continuous story. Let one person begin the story, stop at an exciting place, and then ask someone else to continue the story and tell what happened next. This continues until a satisfactory ending is reached.

(b) I packed my bag . . .

In this game a student begins by saying, "I packed my bag and in it I put my toothbrush. Students take turns repeating what was just said in correct order and adding one more article.

(c) Story sequence

Find a classical story that has been rewritten in simple language. Divide and cut it into sections, numbering each section chronologically. Split each section into two parts—at a point where you could ask "What happens next"—giving the second part of each section to members of the group. Read the first part of each section aloud. Then ask the students, "Who has the part that tells what happens next?" While the student reads it aloud the rest of the group is to listen for sequence to see if it makes sense. Then read the beginning of the second section and follow the same procedure until the story is finished.

3. Listening for details

(a) Story details

Read a short story to the students and then ask them a few questions about details in the story—who? what? when? where? why? Reading skills books such as *Reader's Digest Skills Builders* as well as selections from *Starting Points in Language* and *Starting Points in Reading* texts can be used for suitable material.

(b) Add the missing word

Read aloud a short selection, pausing at certain places to leave out a word. The students can either tell orally what word is missing and the teacher can write the word on the board or—in higher grades—the students can write down the answers in their notebooks. It may sometimes be necessary to complete a phrase or sentence in which the missing word appears before the students can grasp the contextual meaning.

4. Riddles

Have the students find riddles that require careful and critical listening to share with their classmates. Here is an example:

As I was going to St. Ives
I met a man with seven wives
Each wife had seven sacks
Each sack had seven cats
Each cat had seven kits
Kits, cats, sacks, and wives—
How many were going to St. Ives?
(Answer: one)

5. Advertisements

Have the students bring in newspaper and magazine ads that emphasize the verbal, not visual, message. Let the students take turns reading aloud the ads, while the rest of the group listens critically for loaded language and suggestive expressions in the ads, and then discusses what they heard.

Mostly Acting

What is Drama?

Dramatizing, acting out, improvising, these are as much a part of the study of literature as are the basic decoding and comprehension skills. Drama is action. Drama is a situation in which you do something, usually as a reaction to something else. That something else might be a poem, a story, a situation suggested by a story or part of a story. The sixty-second dramatization of a scene might be just as important a piece of drama as the one-hour play. It might be more significant, if it helps a student toward better understanding. As John Dixon says in *Growth Through English*, "...language is learnt in operation, not by dummy runs... pupils... move freely between dialogue and monologue, between talk, drama, and writing."

Aims/Objectives

- A. Provide opportunities for self-expression, giving children an outlet for their feelings (e.g. frustration, disgust) and help them gain emotional control.
- B. Enable students to communicate more easily with others.
- C. Help students gain confidence by providing them with opportunities to express ideas and feelings in group discussions, through acting, and in praising others.
- D. Allow students to see things from another person's point of view and respond as the other person would.
- E. Develop an understanding of how and why people react and a tolerance for differences among people. By allowing the students to take the roles of other people, they develop an understanding of those people.
- F. Help students to empathize with characters in literature. Thus drama can play an important complementary role in the study of literature.
- G. Develop spirit of co-operation among children when they work together to plan and execute an idea. They learn to take turns, respect one another, and avoid interrupting.
- H. Stimulate achievement in many areas. The student who is able to do an improvisation is more likely to write an imaginative story. Drama can be linked to most subjects. Improvisation around a difficult teaching point will often solve a teaching problem more effectively than formal class instruction and will improve the student's understanding. For example, in a social studies class students would better understand and appreciate pioneer life if they acted out a scene in which pioneers build a log cabin. In doing so they would be required to demonstrate how the pioneers would have chopped down the trees, cut off the branches, smoothed the logs, and then put logs together to build the cabin.

Kinds of Drama

Drama can be classified as creative or informal drama, which includes movement, mime, and improvisation, and interpretive or formal drama, which includes polished improvisations, handwritten or scripted sketches, and the presentation of printed or published plays.

In the primary grades (K-3) creative rather than interpretive dramatics should be emphasized. In the intermediate grades (4-6) interpretive dramatics should be introduced, although creative dramatics, particularly mime and improvisation, should still form the core.

At this level (grades 4-6), as in the primary grades, providing students with many opportunities to improvise in an informal classroom setting is more important than putting on polished plays for an audience.

All that is basically required for drama is an open space. Materials are secondary.

A. Creative/Informal Drama

Creative drama is the creation of characters, scenes, situations, or stories in such a way as to make them seem real. It is necessary for the student to think, feel, and believe whatever is being created to portray convincing characters and scenes.

1. Movement

Activities in movement help the students increase their awareness of space, provide

them with the opportunity to become aware of the parts of their bodies—hands, feet, head, etc.—and the many ways the body can move in space, and encourage interpretation of ideas in terms of movement. This helps the student develop control of the body as well as self-confidence.

Movement activities form a large part of the primary creative dramatics program and play a lesser part in the intermediate grades.

2. Mime

Mime is acting without using words. The body works as a whole to create an idea, a feeling, a situation. Mime requires physical and mental interpretation, coordination, and concentration. It helps keep alive imagination and control it for a specific use. It helps the shy or inarticulate child express himself and communicate with others. Some basic, simple props, such as a chair or table, may be helpful to the students when they are miming.

(a) Mime can be divided into several types.

Occupational mime—This consists of actions mimed in different ways by different people. Have the students close their eyes and imagine the action before trying it. They should feel the movement through their bodies without actually moving. Encourage the students to hear mentally any sounds that might accompany the actions. Only when they have gone through these steps and actually “feel” the situations should they mime it. The action should be as realistic as possible.

Character mime—The students should *become* the character. They need to use not only their imaginations but more importantly to recall how a similar character moves and reacts. They need to think about how age, personality, and clothing affect what the person does.

Emotional mime—The students should feel the emotion from within. If the emotion is anger, they might think of a time when they were angry. You can help by asking specific questions and leading the students—e.g. “What made you angry?” “What did you do with your hands?” “How did you move?”

Conventional mime—Simple mime gestures such as “come here,” “I,” “go away,” and “writing” can be demonstrated and practiced.

(b) Here are some simple beginning mime exercises for individual practice.

(i) Climbing stairs

—as a *baby*—Have the students think about how a baby first uses his legs when he walks unsteadily. Remind them that a staircase would appear huge to a small child.

—as a *teenager*—perhaps two stairs at a time, using much energy; very agile

—as a *middle-aged person*—movement is slower and more definite; slower at the top of the stairs than at the bottom

(ii) Pick up a letter that has just arrived. Open it.

—It contains bad news. Cross and sit in a chair.

—It contains good news. Cross and sit in a chair.

—It contains news that makes you angry.

Some questions to ask the students to guide them are: “How big is the envelope? What should you do with it? How will you walk, and sit after reading the letter? Will you want to pause at any point?”

3. Improvised Drama

Many of the acting activities in *Starting Points in Language* fall under this heading—dialogues, conversations, interviews, scenes showing specific feelings or reactions—role-playing/point of view. Many of these activities are a prelude to writing activities.

Speech or dialogue is an important ingredient in improvisation. As in mime, performance before an audience is *not* the main purpose of improvisation. The students are more relaxed and creative when they are not “on stage” and they develop confidence and greater facility in oral expression. The improvisation may be acted out for the rest of the class, but it should be an informal presentation.

Improvisation generally involves group work. It is important that each person in the group knows what he or she is to do and when. It is useful to have a leader for each group.

Improvisation is not an end in itself. It is another way to develop self-expression. It should lead to greater self-confidence and improved language flow. It is also a bridge to the printed play. Some suggestions to help in improvisations:

- (a) Material should be as simple as possible.
- (b) Situations rather than characterizations are usually easier to do.
- (c) All improvisations should have an objective.
- (d) You should guide the students toward developing a climax in their scenes.
- (e) The students should think through the situation from beginning to end before starting the scene. Material for the scenes can be developed by use of a question and answer technique. Here it is helpful if you initially work with the students until they become somewhat proficient in the question and answer technique.
- (f) Time limits should be given both for preparation and presentation. A five-minute time limit is suggested.
- (g) After everyone has performed, constructive criticism by fellow students and yourself should follow.

B. Interpretive/Formal Drama

1. Polished Improvisations

Initially, improvisations will not be repeated, but as the students' skills in this area increase, they may want to polish their scenes. The students should be encouraged to recreate, not just repeat. Again you can serve as a guide to lead the students, by skilful questioning, to discover how they can improve their scene.

2. Handwritten or scripted sketches

Some activities in *Starting Points in Language*, such as preparing and presenting a puppet show, a TV commercial, or adapting a story into a play will often require a script.

One way to begin script-writing is to have the students first improvise the scene (remembering that pre-planning is necessary). This improvisation could be recorded and then the students could write down the taped dialogue. Or one student could be chosen to write down in rough form what is being spoken by the "actors," and then the group could work together to add or change any of the dialogue. Special emphasis should be put on development of character, content, situation, and climax.

If the play is to consist of several scenes, students may wish to work individually on different scenes and then put them together, adding any necessary lines. If this procedure is used, the general outline of plot and character development should be discussed first by the group.

3. Printed or published play

Occasionally students will put on a play for an audience, either student or adult. The more experience they have had with creative or informal dramatics, the more easily the students will cope with putting on a printed play.

Here are some things to consider in presenting a play.

- (a) The play should interest the students. At this age they like stories that have action and adventure. Before any casting is done the play should be read and discussed by everyone, with special attention given to understanding of plot and characters. It might be helpful for students to prepare short improvisations of various scenes.
- (b) Casting

Students who audition for a part and do not get it may feel badly. Before casting begins you should set a positive mood by telling students that some people are more suited for certain roles than others and that there are many important jobs involved in presenting a play besides being on stage.

Let students volunteer for roles. You may suggest that an individual volunteer for a particular part if that person seems suitable. Allow the volunteers time to read their parts and then audition for a panel of classmates. Understudies should be chosen for all main parts and given opportunities to perform.

(c) Rehearsal

The actors should have a good understanding of the plot and the characters they are portraying so they will feel at ease in the role. Time spent on pre-acting activities such

as discussing plot and characterization and doing short improvisations of the play will be very beneficial. Beginning rehearsals will probably not be done on the stage.

(d) Use of the stage

The students should have enough practice on the stage so that they will feel at ease in the large space and move about freely and without being self-conscious.

(e) Technical staff (Stagehands)

Students involved with props, costumes, sound and/or lighting effects, curtain opening and closing, prompting are an important part of any production. They should know what they are to do and how the job fits in to the total production. You may want to have one student act as leader of the group and accept responsibility for seeing that equipment is available when needed and functioning properly.

Props, costuming, and makeup should generally be kept simple.

Role of the Teacher

You should be a leader and guide in dramatic activities to inspire the students and help them focus on what they are to do and to lead them to make changes by questioning and making suggestions.

It is very important that at the start of dramatic activities you be completely in charge. As the students develop greater skill and self-discipline, you may take more and more suggestions from them.

Initial efforts by the students may not be successful. Then it is up to you to provide encouragement and lead the students to see how to improve their dramatic presentations.

It is important for you to establish guidelines relating to planning, involvement, discipline, evaluation, and for the students to know what the guidelines are. You need to maintain order and control without stifling imagination and self-expression. For example, you might have them sit in a circle or semicircle, if a large open space is used. It may also be useful for you to have a pre-arranged signal that can be used when the groups are to stop their activities. Examples of this might be a drum beat, a whistle call, a chord on a piano.

General Hints

A. Space

1. A hall, gym or activity room, or large empty classroom is ideal. However these areas may not always be available, and in the case of short sketches, perhaps not necessary. In any event, there should be some area of open space for the students to work in and move about freely.
2. Students should use the maximum space available to them. This will not come naturally as the inclination is to stay close to the walls or confine movements to a small area. But as the students gain self-confidence there will be a greater ease in working in a large space.
3. If several groups are working at the same time, space them so each has adequate room to perform and not disturb or be distracted by other groups.

B. Furniture

Chairs, desks, tables, benches are useful pieces of furniture found in the school. The furniture can form part of the fixed setting for the scene. Too little rather than too much furniture is a good principle to follow. Before they begin, the students should know what they can and cannot use, so there are not too many interruptions.

C. Props and Costumes

The use of too many props and costumes can be a hindrance to the development of a scene as the students may become more concerned with using the prop or costume than with the scene. Encourage the students to use their imaginations instead, even though they may want to use many props. Perhaps one prop or one costume for the occasional scene could be allowed. Any props or costumes used should be simple, easily handled, and put on quickly.

D. Size of Groups

The group size will vary, depending on the activity. For longer scenes involving larger groups, one student in each group should be the leader.

E. Equipment

A tape recorder and record player are useful pieces of equipment. The cassette recorder is easy to operate and transport and the cassettes can be easily stored and reused. Sound effects and musical background could be stored on labeled tapes.

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Mostly Writing

Writing for children in the elementary grades is both a means of self-expression and a means of communication. If language is thinking, then writing — like talking — is another way in which children think about new experiences, relate them to what they already know, modify and extend their understandings, and make sense of the world around them. And because a child rarely writes about a topic that he/she has not talked about or read about, an effective writing program must be based on a strong program in oral expression, reading, and listening.

The use of themes in *Starting Points in Language* makes it possible to bring together reading, listening, talking, and writing in a natural and logical manner. Within each theme children are given numerous opportunities to read about a topic, to share information, to talk about their feelings and ideas before they write. The writing of a story or a poem is in this way a response rather than an isolated activity.

Writing will be more readily viewed as a means of communication if the child is given a purpose for writing. If writing is to be read by others, then children more quickly appreciate the need for correct spelling, appropriate punctuation, and clear sentence structure. Throughout *Starting Points in Language*, a variety of suggestions are given for purposeful writing—reports, bulletin board displays, invitations, letters, classroom journals, posters, book reports, and so forth.

Although all writing is for the child a creative experience, for purposes of evaluation a distinction may be made between personal writing and practical writing. Personal writing — which is done as a means of self-expression — may be assessed primarily for its content, for its imagination, for its use of vocabulary. Practical writing — which is to be displayed or read by others — may be evaluated for spelling, punctuation, and sentence structure. In this way children learn the mechanics of writing but not at the cost of enthusiasm and enjoyment.

Aims/Objectives

- A. Write as a means of self-expression.
 - 1. Can write sentences to indicate personal opinion, ideas, or feelings.
 - 2. Can write a short story or poem about a topic.
- B. Write for practical purposes of communication.
 - 1. Can write a friendly letter; a business letter.
 - 2. Can take notes, write an outline, and a report.
- C. Write a sentence and a paragraph.
 - 1. Can write a basic sentence and make use of some modifiers (See Notes on Sentence Building).
 - 2. Can write a paragraph using a main idea and supporting details.
- D. Write using appropriate punctuation.
(See Notes on Mechanics in Writing).

Kinds of Writing Activities

A. Stories

Almost every theme in *Starting Points in Language* gives suggestions for story-writing topics. If adequate time is given to oral discussion, most children will not experience difficulty in writing. However, children who do have trouble getting started might be helped by some of the following strategies.

- 1. Write a group story on the board as children volunteer words, phrases, and sentences.
- 2. Start a serial story and have children make suggestions for the next episode or take turns to provide episodes.

3. Show children a series of pictures or comic strips without captions. Have them tell a story about the pictures. Then have them write it.
4. Tell a simple story to the children while they take notes. Then have them use their notes to reconstruct the story.
5. Read simple stories to the children. Outline the development of the story on the chalkboard and talk about the plot, for example, "Who is in the story?" "What is happening?" Then have children rewrite the story in their own words.
6. Display lists of words, for example, sense words to be used in descriptive writing; emotion words to be used in writing about feelings. Encourage children to add words to the classroom lists.
7. Decide on a topic for story writing and write a first sentence on the board. Have children develop the story by providing specific kinds of sentences, for example, a second sentence that begins with an adverb, a third sentence that contains the word *when*, *if*, or *because*, a fourth sentence that includes a group of words that tells something about time, and so forth.

B. Poetry

Many of the suggestions for writing poems in *Starting Points in Language* are preceded by examples that children may use as models. However, if children are not used to writing poetry, interest can be stimulated in various ways.

1. To encourage children to appreciate that one uses fewer words in writing a poem than a story, use every opportunity — for example, a windy morning; a foggy day; a happy feeling — to talk about descriptive words. List these words for display purposes.
2. Choose a simple topic, for example, a bonfire, and ask children to use sense words — sight, sound, taste, touch, and smell — to describe it.

Orange
roaring
burning
smoky
bonfire

Two words may be used in each line.

3. A cinquain is an easier poetry form for beginning writers. Give children the number of words and purpose for each of the five lines: First line — one word giving the title; second line — two words describing the title; third line — three words describing the action; fourth line — four words describing a feeling; fifth line — another word for the title. Choose a simple topic, for example, dog.

Dog
Black and white
Wags his tail
Fun to play with
Friend.

4. A haiku is a three-line verse that most children will find easy to write. The first and third lines usually have five syllables each. The second line usually has seven syllables. The haiku usually describes something in nature, but children can use the form for other topics.
5. To encourage figurative language, write a group poem about an object in the room, for example, a toy, a vase of flowers. Ask each child to complete the phrase "it is like..." Use the descriptive similes to complete the poem.

C. Letters

The Handbook at the end of each *Starting Points in Language* text gives children information on the form of a letter.

D. Reports

Before writing reports, students should review the sections Index, Outline, Research Guide, and Written Report in the Handbook at the end of each *Starting Points in Language* text.

E. Sentence and Paragraph

Throughout the *Starting Points in Language* texts, children are frequently asked to write a sentence. The ability to write a sentence is fundamental and a well written sentence is as deserving of praise as a well developed story. In many instances, the sentence-writing suggestions might be combined with sentence-building activities (see Notes on Sentence Building).

To develop an understanding of a paragraph, discuss a simple paragraph such as the following:

The camel is suited to desert life. Its broad padded feet stay on top of the sand as the camel walks. It has thick pads on its knees and it kneels comfortably on these. When sand blows, the camel can shut its nostrils into slits.

Encourage children to understand that a paragraph is a number of sentences that tell about one topic or main idea. In this paragraph the first sentence tells the main idea; the other sentences give details that support the main idea. Point out that the main-idea sentence could occur at another place in the paragraph.

Children who need practice might be given sentences and asked to add details to make a paragraph.

As a group activity, children might brainstorm their ideas on a particular topic, group the ideas, write a main-idea sentence, and then put the supporting ideas in an appropriate sequence.

Notes on Mechanics

There are many suggestions throughout the *Starting Points in Language* texts for the writing of letters, invitations, posters, bulletin board items, reports, and so forth. The writing of items to be read by others will afford ample opportunities for the teaching and review of the mechanics of writing.

Before starting the writing program, children should be directed to the Handbook at the end of each *Starting Points in Language* text. Explain to them that they should use it as they write, and as they proofread and revise their material.

Much of the teaching of mechanics might be done with the children as they revise their work. The teaching of rules that are new might be done with the whole class as a group. Children who need further practice in some skills might be brought together in a small group.

In the middle grades children might be expected to:

1. use capitals to begin the first word of a sentence; for names, initials, and titles of people; for the names of places, such as streets, cities, and countries; for the names of the days of the week, the months of the year, and holidays; for the word "I"; to begin the first word and all other important words in a title; to begin the first word of a quotation; to begin the first word in the greeting and the first word in the closing of a letter; to begin the first word of each line in most poems.
2. use the period at the end of a statement or command sentence; after abbreviations and initials.
3. use the question mark at the end of a question sentence.
4. use abbreviations such as Mr., Mrs., Jan., Rd.
5. use commas between the names of a city and the name of a province; between the day of the month and the year; after the greeting in a friendly letter; after the closing in a letter; to separate a direct quotation from the rest of the sentence; to separate words or groups of

- words in a series; to separate the name of the person directly spoken to from the rest of the sentence; to separate words like yes, no, and oh from the rest of the sentence; after the first part of a compound sentence.
6. use quotation marks around direct quotations; use the tag at the beginning of the sentence, in the middle of a sentence, at the end of a sentence; use proper punctuation with quotation marks.
 7. use apostrophes to show possession; in a contraction.
 8. use an exclamation mark at the end of an exclaiming sentence.

Notes on Usage

Usage represents the oral language habits of a person; it is the language internalized by the child as he hears and imitates the speech heard in his home and in his neighborhood. Usage is then different from grammar which is a deliberate study of language and the ways in which it operates.

Because a child's usage is a reflection of his way of life—of the language used by his parents and friends and acceptable to them—it should not be measured in any way that leads to shame and embarrassment. Any classroom discussions on usage should make the point that the conversational language used by the child is acceptable but that in some certain situations a different form of English is used. The terms *appropriate* and *inappropriate or formal* and *informal* might be used in talking about alternative language patterns.

Students learn non-standard English speech patterns by imitation. Similarly, in the middle grades, an oral approach should be used to encourage children to use standard forms. In most instances of incorrect usage, a child should simply be told in private or quietly, "I understand what you mean but most people say..." Oral activities such as storytelling, role playing, and reporting will give students who use non-standard forms opportunities to hear alternative speech patterns. Such situations emphasize the "social nature" of language and give children a purpose for speaking well.

It is desirable for a school staff — after determining which instances of non-standard English are most common in the school — to agree on which expressions should receive attention and at which grade levels. For example, it might be recommended that verb forms receive major attention in the middle grades, but that correct pronoun forms be left to a later grade.

Notes on Sentence Building

Research has given us conflicting judgments about the value of teaching grammar to children in elementary schools. Generally educators and linguists believe that the teaching of formal grammar, that is, the study of the structure of language, has little effect on the improvement of children's speaking and writing.

However, the objectives of teaching speaking and writing remain the same—to have children use language *appropriately* as well as *effectively*. In the past many English programs required children to learn grammar as a topic separate from other topics in the language arts curriculum. Today many linguists state that the objective of appropriate language use might better be achieved by relating the study of language directly to the children's own talking, writing, and reading.

The authors of *Starting Points in Language* support this viewpoint and believe that a program that emphasizes the *building of sentences* rather than the *breaking down of sentences* allows for the teaching of language structure in a functional context.

In a sentence building program in the middle grades, children — depending upon their age and background — might be expected to be able to:

1. recognize the functions and forms of nouns, pronouns, and verbs
2. understand the importance of word order in sentences
3. recognize and produce the basic subject-predicate sentence pattern
4. recognize and produce the statement, question, command, and exclamatory sentence
5. recognize the functions and forms of adjectives and adverbs
6. modify the basic subject-predicate sentence by the use of adjectives, adverbs, and adjectival and adverbial phrases
7. vary sentences by moving modifying phrases
8. combine simple sentences by using connectives
9. combine simple sentences containing related modifiers

The following section gives suggested activities for a sentence-building program. These recommendations should be considered:

1. The work in sentence building should be integrated within the themes.
2. The suggested sentences give basic sentence patterns; the actual sentences to be used should be related to the theme or produced by the children.
3. The initial teaching of a new concept should be oral; children should not be required to use the structure in writing until they have demonstrated an oral understanding.
4. The initial teaching of a new concept might be done with the whole class; children who need further practice might be brought together in small-group sessions.
5. Throughout the lessons in language structure, the emphasis should be on the improvement of sentences.

NOUNS

Function of Nouns

Put sentences such as the following on the board.

I haven't any _____.
We are using the _____.
Pierre and _____ go to school together.
The girl ate _____.
My mother made _____.
We are taking a trip to _____.
..

Talk about the kinds of words that are needed to make sense in each of the sentences — names of persons, places, and things. Have the children suggest other words that would fit each sentence. After they understand that a noun names something or somebody, they might be asked to find nouns in reading selections, to list nouns under different categories — animals, foods, games, etc. and to write sentences using nouns.

Forms of Nouns

To have children realize that nouns can be identified by their form, put sentences such as the following on the board:

Carla's jeans are new.
The car was damaged.
Here are three glasses.
Are the boys ready?
I would like an orange.

Discuss the ways in which nouns can be identified.

1. They usually add s or es to show a plural, or more than one
2. They usually show ownership with an apostrophe
3. Words like *the*, *a*, or *an* can go in front of them

Using the three ways of identifying nouns, have students find nouns in sentences such as the following:

Sue sat in the back of the car.
Several members walked out of the meeting.
We will need boxes to move.
A hurricane from the sea blew the house away.
Paul's birthday present will arrive tomorrow.

Plural Nouns

Review with students the common ways of forming plurals.

1. Add s to words such as pencil—pencils, chair—chairs
2. Add es to words such as box—boxes, match—matches
3. Change y to i and add es in words ending in y and preceded by a consonant, for example, candy—candies, puppy—puppies
4. Add s to words ending in y preceded by a vowel, for example, boy—boys, toy—toys.

Remind students that a few words do not follow these rules and have different forms. List some of these on the board and have children add examples:

| | |
|-------|----------|
| child | children |
| man | men |
| mouse | mice |
| sheep | sheep |

Children who need additional practice might be given sentences in which they must insert plural nouns.

Possessive Nouns

Review with students the ways of forming possessives.

1. Add an apostrophe and an s to nouns that do not end in s, for example, Paul—Paul's, mother—mother's
2. Add only an apostrophe to nouns that do end in s, for example, girls—girls', doctors—doctors'.

PRONOUNS

To develop an understanding of pronouns, ask children to look at a sentence such as the following:

Angelo is odd, because Angelo likes fruit but Angelo hates oranges.

Ask children why they would never speak or write such a sentence and how they would change it. Point out that the word *he*, which could be used in place of the second and third Angelo, is a kind of substitute noun that we call a pronoun.

Review other pronouns—I, me, you, she, him, her, it, we, us, they, and them.

If children need practice in using pronouns, have them substitute pronouns for the underlined words in sentences such as the following.

The boys raced down the street.
My sister and I went to the movies.
Pedro is late today.
The glass fell off the table.
Maria has new skates.

Make sure that children understand that the pronoun to be used is dependent upon its position in the sentence. Ask children to substitute pronouns in sentences such as the following.

Jean and Marge like mathematics.

The teacher gave *Jean and Marge* high marks.

Ron pushed Bill in the water.

Ron pushed *Bill* in the water.

Susan borrowed Mary's bicycle.

Susan borrowed *Mary's* bicycle.

To give students practice in using *I* and *me*, have them supply pronouns in the following kinds of sentences.

_____ can't go with you to the game.

Dad and _____ did the shopping today.

Give the card to _____.

The clown winked at _____.

Use similar sentences to practice the use of *we* and *us*.

VERBS **Function of verbs**

To develop an understanding of verbs, work with children to complete sentences such as the following.

We _____ to school.

The dog _____ the bone.

My father _____ hockey.

The baby _____ hungry.

His bicycle _____ red.

Have children suggest words that would make each group of words make sense. Discuss the kinds of words needed and encourage them to realize that the words tell what people or things do or are.

After the students understand the function of a verb, they might be asked to find verbs in reading selections, to list verbs under different categories, and to build sentences using verbs.

Forms of Verbs

Put on the board a group of sentences that includes singular and plural verbs, and verbs in different tenses. For example;

The birds eat quickly.

Bob watches the birds on the fence.

The birds move quickly.

The cat jumped to the ground.

Talk about the verbs in the sentences and lead children to understand that verbs can indicate the time when an action takes place and whether the noun is singular or plural. Point out that a verb can be formed in different ways:

1. It can add *s* or *es* to the root word
2. It can add *d* or *ed* to the root word

If children need additional practice, have them find verbs in reading selections and tell whether they tell about the present or the past and whether they tell about a singular or plural noun.

Point out that some words cannot be called nouns or verbs until they are seen in a sentence. Have students discuss the underlined words in sentences such as the following.

The dog has a loud bark.
The dogs bark when someone comes to the door.
The paint is wet.
Mother will paint the fence today.

Auxiliary Verbs

Point out that there are other ways in which verbs show time. *Helping verbs* can show time. Have students find the helping verbs in sentences such as the following:

I am walking
He is walking
They are walking

I have walked
He has walked
They have walked

I had walked
He had walked
They had walked

I was walking
He was walking
They were walking

I shall walk
He will walk
They will walk

Discuss each group of helping verbs and the time they indicate.

If children need additional practice, they might be asked to find helping verbs in reading selections and to tell the time they indicate. They can also be given sentences such as the following in which to insert helping verbs:

| | |
|-----------------|-------------------------------|
| We | skating so fast that we fell. |
| They | walked too far to turn back. |
| My mother and I | go to the fair tomorrow. |

A list of helping verbs might be posted for reference purposes:

| | | | | |
|-----|------|------|------|--------|
| am | do | was | has | shall |
| is | does | were | have | will |
| are | did | | had | should |
| | | | been | would |

Irregular Verbs

Recall with the students that the past tense of most verbs is formed by adding *ed* to the present tense. Tell them that these verbs are called *regular verbs*.

About fifty verbs are called *irregular* because the past tense is formed differently from the way regular verbs are formed. A chart listing irregular verbs may be displayed in the classroom:

| Present | Past | With has, have, had |
|---------|---------|---------------------|
| be | was | (have) been |
| beat | beat | (have) beaten |
| begin | began | (have) begun |
| bite | bit | (have) bitten |
| bring | brought | (have) brought |
| catch | caught | (have) caught |
| cut | cut | (have) cut |
| do | did | (have) done |
| draw | drew | (have) drawn |
| drink | drank | (have) drunk |
| eat | ate | (have) eaten |
| fight | fought | (have) fought |
| forget | forgot | (have) forgotten |
| freeze | froze | (have) frozen |
| give | gave | (have) given |
| go | went | (have) gone |
| grow | grew | (have) grown |
| hide | hid | (have) hidden |
| know | knew | (have) known |
| ride | rode | (have) ridden |
| ring | rang | (have) rung |
| say | said | (have) said |
| see | saw | (have) seen |
| shoot | shot | (have) shot |
| sing | sang | (have) sung |
| steal | stole | (have) stolen |
| swim | swam | (have) swum |
| take | took | (have) taken |
| teach | taught | (have) taught |
| tear | tore | (have) torn |
| throw | threw | (have) thrown |
| wear | wore | (have) worn |

Children who need practice in the use of irregular verbs might be asked to insert correct verb forms in sentences such as the following.

Tell me what you _____ (saw, seen) at the circus yesterday.

You have _____ (ate, eaten) my lunch by mistake.

We _____ (went, gone) to Italy by jet.

Have you _____ (did, done) your homework yet?

BUILDING SENTENCES Word Order in Sentences

To develop an understanding of the importance of word order in sentences, have children study groups of words similar to the following:

Kevin the dog patted
Patted the dog Kevin
The dog patted Kevin
Kevin patted the dog

Point out that all four groups contain exactly the same words. Ask if all groups mean the same thing. Which groups mean nothing at all? Which groups make sense? Of these two, which group makes the better sense? Have children discuss the importance of putting words in a certain order if they are to make sense.

Have children re-arrange scrambled sentences such as the following:

When the mice away, the cat's will play
A what surprise
Ready is dinner your
The go movies let's to

Subject-Predicate Sentences

To develop an understanding of a sentence, put the following sentences on the board:

Jack patted the dog
The dog patted Jack

Tell students that every sentence has two parts. The first part names someone, or something, or some idea; the main part includes a noun or a pronoun. The second part tells what someone or something is or does; the main word in the second part is a verb. The first part that contains a noun is called the *subject*; the second part that contains a verb is called the *predicate*. Ask students to indicate the subject and the predicate in the sentences below.

My brother and I saw that television show.
The traffic on our street frightens us sometimes.
A girl hit me.
Lila and her friend went to the movies.

Kinds of Sentences

To make sure that children understand the different kinds of sentences, talk about sentences such as the following.

Watch out!
The snow was heavy last night.
Have you fed the cat?

Ask which sentence is a statement? which sentence asks a question? which sentence shows strong feeling. Point out that a statement must end with a period, that a question must end with a question mark, and that an exclamation must end with an exclamation mark.

Building Sentences using Adjectives

To develop an understanding of adjectives, ask children to look at a sentence such as the following.

Maria held up a jet.

Have them realize that the sentence gives little information about the jet. Ask for words that might describe it. What size is it? What is it made of? What color is it? Build up a sentence using some of the words suggested by the children. For example:

Maria held up a *small red plastic* jet.

Develop other sentences similarly until children understand the function of descriptive words. Tell them that a word that tells something about a person, a thing, or a place is called an adjective.

Have students realize that most adjectives come before the noun, but that some adjectives come after verbs. For example:

The boy is *tall*.
My cat looks *sleepy*.
His shirt is *new*.

After the students understand the function of an adjective, have them use adjectives to complete sentences such as the following.

That movie was _____.
We had to push the _____ car up the _____ slope.
The _____ astronaut landed on the _____ water.
We are going for a _____ vacation tomorrow.
The _____ girls seemed _____.

To reinforce the understanding of subject and predicate, have students add words or word groups to finish sentence parts.

The old woman _____.
_____. laughed.
Kim and Mark _____.
The motorcycle _____. escaped through the forest.

Children who have difficulty in subject/predicate agreement may be asked to rewrite sentences, changing a singular subject to a plural and a plural subject to a singular and making whatever change is necessary to the verb.

Building Sentences using Adverbs

To develop an understanding of adverbs, put a sentence such as the following on the board.

Carl walked.

Point out that the sentence gives little information about how Carl walked. Did he walk quietly? quickly? slowly? Talk about other words that might describe the way Carl walked. Build up a sentence such as the following.

Carl walked silently and swiftly.

Discuss other sentences in a similar way. Tell the students that a word that tells *how*, or *when*, or *where* something is done is called an adverb.

Have students realize that adverbs may move from place to place within a sentence.

He *suddenly* heard a noise.
He heard a noise *suddenly*.
Suddenly he heard a noise.

After the students understand the function of an adverb, have them use adverbs to complete sentences such as the following.

The crowd waited _____.
He smiled _____ when he won the race.
She _____ answered all the questions.
The skipper guided the ship _____ to shore.
_____ the cat moved across the floor.

Building Sentences using Comparative Forms

Discuss with students the usefulness of using comparisons in building sentences. Review the comparative forms of adjectives by putting sentences such as the following on the board.

He is *tall*.
He is *taller* than Sue.
He is *tallest* of the three boys.

Point out that the same endings are added to some adverbs to show comparison.

She left *early*.
She left *earlier*.
She left *earliest*.

Remind students that three-syllable adjectives and adverbs and some two-syllable adjectives and adverbs use the words *more* or *most* to show comparison instead of the word endings -er and -est.

| | | |
|-------------|------------------|------------------|
| beautiful | more beautiful | most beautiful |
| impatiently | more impatiently | most impatiently |

Tell students that some words do not show comparison in the regular way. For example:

| | | |
|------|--------|-------|
| good | better | best |
| bad | worse | worst |

Building Sentences using Phrases

Explain that in addition to single-word adjectives and adverbs groups of words can be added to sentences to tell more about nouns and verbs. Put on the board a sentence such as the following.

The pen fell.

Suggest that more information could be given about the noun pen. Where was it? Add a phrase such as the following.

The pen *on the shelf* fell.

Similarly more information could be given about the verb fell. Where did the pen fall? Add a phrase such as the following.

The pen on the shelf *fell into the basket*.

Encourage the children to realize that the phrases added tell more about *where* the pen was and where it fell. Phrases that give this kind of information may begin with words such as *in*, *over*, *under*, *on*, *into*, *behind*, *around*, *along*, *near*, etc.

Have children insert “where” groups of words to complete sentences such as the following:

He put the hockey sticks behind _____.
The boy jumped over _____.
The cat climbed up _____ and fell into _____.
The lights along _____ shone _____.

Put on the board a sentence such as the following.

The boy ate.

Suggest that more information could be given about the verb ate. When did the boy eat? Add a phrase such as the following.

The boy ate *after school*.

Encourage the children to realize that the phrase added tells more about *when* the boy ate.

Have children insert “when” groups of words to complete sentences such as the following.

We went to the baseball game _____.
I will go swimming.
The report card I got _____ was poor.
I promised I would be home _____.

Put on the board a sentence such as the following.

The man walked.

Suggest that more information could be given about the noun man and the verb walked. How did the man look? How did he walk? Add phrases such as the following.

The man *in the red jacket* walked *with a limp*.

Encourage the children to realize that the phrases added tell more about *how* the man looked and *how* he walked.

Have children insert “how” groups of words to complete sentences such as the following.

The surgeon operated _____.
The girl _____ danced _____.
The rain fell _____.
A frog _____ jumped _____.
A dog barked _____.

Remind students that adjectives and adverbs can often be put in different positions in sentences. Similarly phrases can be moved in some sentences. Discuss whether phrases can be moved and how they could be moved in sentences such as the following.

I went to the circus.
A man stood quietly at the corner.
He worked for two hours in the garage.
The boy with red hair liked the yellow shirt.
The house stood between two factories.

Last night we watched the hockey game.
The girl laughed at the clown with purple hair.
With a crash of thunder the storm began.

Building Sentences using Adjectives, Adverbs, and Phrases

Work with children to expand sentences by using single adjectives, single adverbs, and phrases. Put on the board a sentence such as the following.

I saw the speedboat race.

Encourage children to build up the sentence by asking questions. For example, “What kind of speedboat?”

I saw the *red and silver* speedboat race.

“How did it race?”

I saw the red and silver speedboat race *swiftly*.

“Where did it race?”

I saw the red and silver speedboat race swiftly *over the water*.

“When did it race?”

Yesterday I saw the red and silver speedboat race swiftly over the water.

Have children build up sentences by asking questions. For example:

Audience laughed.

What kind of audience was it? How did the laughter sound? What was the audience laughing at?

Girls danced.

How many girls were there? How were they dressed? How did they dance? When did they dance? Where did they dance?

Varying Word Order in Sentences

Remind students that sometimes the order of words in a sentence can be changed to give variety. Work with children to improve sentence beginnings in a paragraph such as the following.

I saw something last week that I had never seen before on our street. A big tree was lying across the street. I think a storm the night before had made it fall down. I found out by asking the neighbors that nobody had been hurt.

Point out that three sentences begin with the same word. Discuss ways in which the word order could be changed to add variety. For example:

Last week I saw something that I had never seen before on our street. Lying across the street was a big tree. I think a storm the night before had made it fall down. By asking the neighbors I found out that nobody had been hurt.

Combining Sentences

Discuss with children how some short sentences can be combined to make longer sentences. Work with children to combine sentences using the connecting words *and* and *but*. For example.

Linda went to school. Simon went to school.
Linda *and* Simon went to school.

Pat went home. Mitzi stayed.
Pat went home, *but* Mitzi stayed.

I like pizza. I like hot dogs. I like hamburgers.
I like pizza, hot dogs, *and* hamburgers.

Put on the board sentences such as the following and discuss what connecting words can be used to combine them.

The sun shone. The wedding started.
The sun shone *as* the wedding started.
The sun shone *when* the wedding started.

Point out that the order of sentences can be changed. For example:

The wedding started *as* the sun shone.
The wedding started *when* the sun shone.

Have children understand that in some instances the order of sentences cannot be changed. For example:

The game stopped. It started to rain.
The game stopped *because* it started to rain.
But not: It started to rain *because* the game stopped.

Discuss other connectives that might be used to combine sentences — *after*, *although*, *before*, *for*, *if*, *since*, *so*, *unless*, *until*, *while*. Have children use connectives to complete sentences such as the following.

| | |
|-----------------------|---------------------|
| Please wait here | come back. |
| We skied | the snow fell. |
| I cannot do this job | you help me. |
| He did not come first | he tried very hard. |
| I will take the trip | you join me. |

Tell students that sometimes adjectives, adverbs, and phrases in separate sentences can be combined to make longer sentences. Work with children to combine the following kinds of sentences.

The men walked in the bitter cold. They walked slowly.
The men walked slowly in the bitter cold.

Ricky broke his leg. He broke his leg in the first quarter of the game.
Ricky broke his leg in the first quarter of the game.

The plane is on the runway. The plane is red. The plane is small.
The small red plane is on the runway.

I went to the dentist in the summer. I went every day. I went for two weeks.
I went to the dentist every day for two weeks in the summer.

Encourage children to combine similar groups of sentences.

Evaluation

As noted earlier, a distinction might be made in evaluating examples of personal and practical writing. Generally, evaluation of personal writing should emphasize the content, the story line, the quality of ideas, the choice of vocabulary; evaluation of practical writing should center on the mechanics of writing.

Some recommendations for the evaluation of personal writing are:

1. Sometimes mark only the good features of a piece of writing.
2. Always make some positive comments about a composition or poem.
3. Do not mark a number of improvements or corrections to be made; instead mark only one or two features, for example, story beginning, story ending, choice of words. Tell the students ahead of time what features you will evaluate.
4. Do not mark all pieces of personal writing. Give children a choice about which pieces of writing are to be evaluated and which pieces are to be read only.
5. Hold individual conferences with children. Have them read their compositions or poems and give them opportunities to discuss whether the words say what they meant them to say. If necessary, help them improve their writing by suggesting words, varying sentences, and so forth.
6. Give children as many opportunities as possible to share personal writing. For example, allow children to read stories written by others in their individual reading time. Compile a class anthology and place in the school library. Invite students from another classroom to a "poetry reading."

Some recommendations for evaluating practical writing are:

1. Use the first writing assignments in the year to prepare a check list for each child indicating errors made in spelling, punctuation, sentence structure, etc. Use the check list to plan skills teaching to the class as a whole and to plan skills review and practice with small groups.
2. Make it a classroom rule that writing to be read by others must be proofread.
3. With the children draw up a proofreading check list for reference purposes. A classroom list might include the following items:

Does my punctuation follow the rules for periods and question marks?
Have I used commas where I need them?
Have I used capital letters for all words that need them?
Have I used quotation marks for conversation?
Have I used the proper punctuation marks with the quotation marks?
Have I spelled all the words correctly?
Have I left out any necessary words?
Have I used plural forms correctly?
Do my verbs and nouns agree?

4. Give children opportunities to proofread each other's written materials. Encourage them to use simple proofreading marks — for example, a caret for something left out; an underline for a word misspelled; a slanted line for a wrong letter or punctuation mark; a *P* for a new paragraph.

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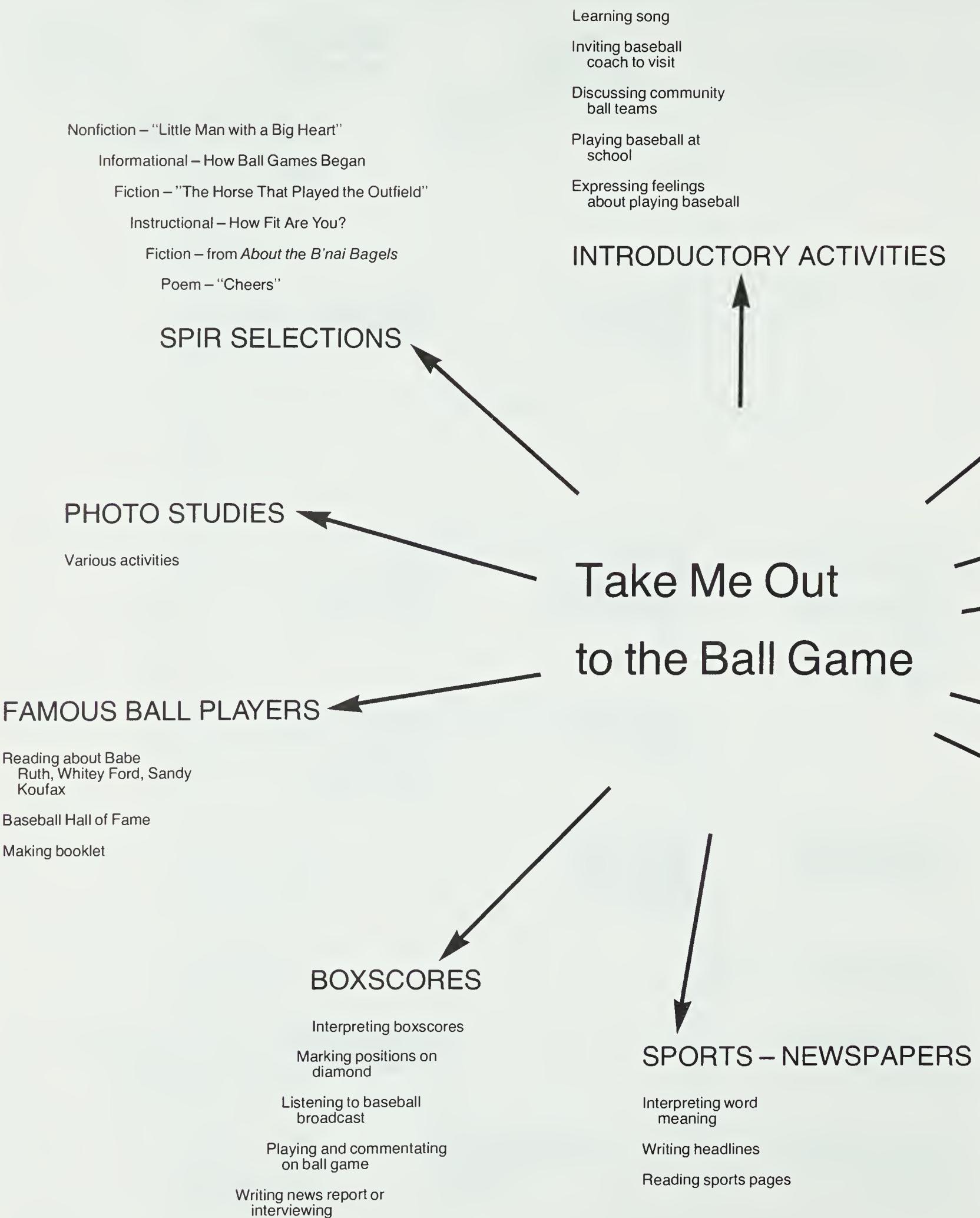
STARTING POINTS
Learning Objectives in

| | Talking Listening | Moving Acting | Valuing |
|-------------|--|--|---|
| Page 9 | Discussing feelings and experiences about playing and watching baseball Talking about baseball leagues in community Listening to invited speaker Listening to details Listening to ask questions | Examining rules for and playing two kinds of ball games | |
| Pages 10-11 | Predicting story character's reaction Inferring character's feelings and relating to self Predicting story outcome | | Expressing opinions about girls playing on boys' teams Discovering role of girls in sports |
| Page 12 | Relating definition of sportsmanship to actual situations Expressing feelings about winning and losing Listening to resolve conflicts | Acting out baseball conflict situations | Discussing importance of winning and defining "sportsmanship" |
| Page 13 | Predicting outcome in poem Listening to coordinate miming with reading of poem | Reading aloud and miming actions in poem | |
| Pages 14-17 | Reacting to ending of poem Discussing feelings about poem Listening to resolve conflict | Acting out situation to show two points of view Dramatizing poem | |
| Page 18 | Discussing "suspense" Noting and discussing suspense in TV programs Listening for suspense in television programs, music; discussing how it was created | | |
| Page 19 | Talking about suspense in a photograph Locating suspense in photographs in the book | | Sharing story with classmates |
| Page 20 | Reading and understanding newspaper headlines Relating newspaper headings to writer's point of view — analytical reading | | |
| Page 21 | Interpreting baseball boxescores Listening to baseball broadcast for specific information | Playing a game of baseball, with scorekeeper and on-the-spot announcer | |
| Pages 22-23 | Locating details in reading selections Discussing sports Halls of Fame | | |
| Pages 24-25 | Choosing favorite photograph | Acting out scene suggested by photograph | |

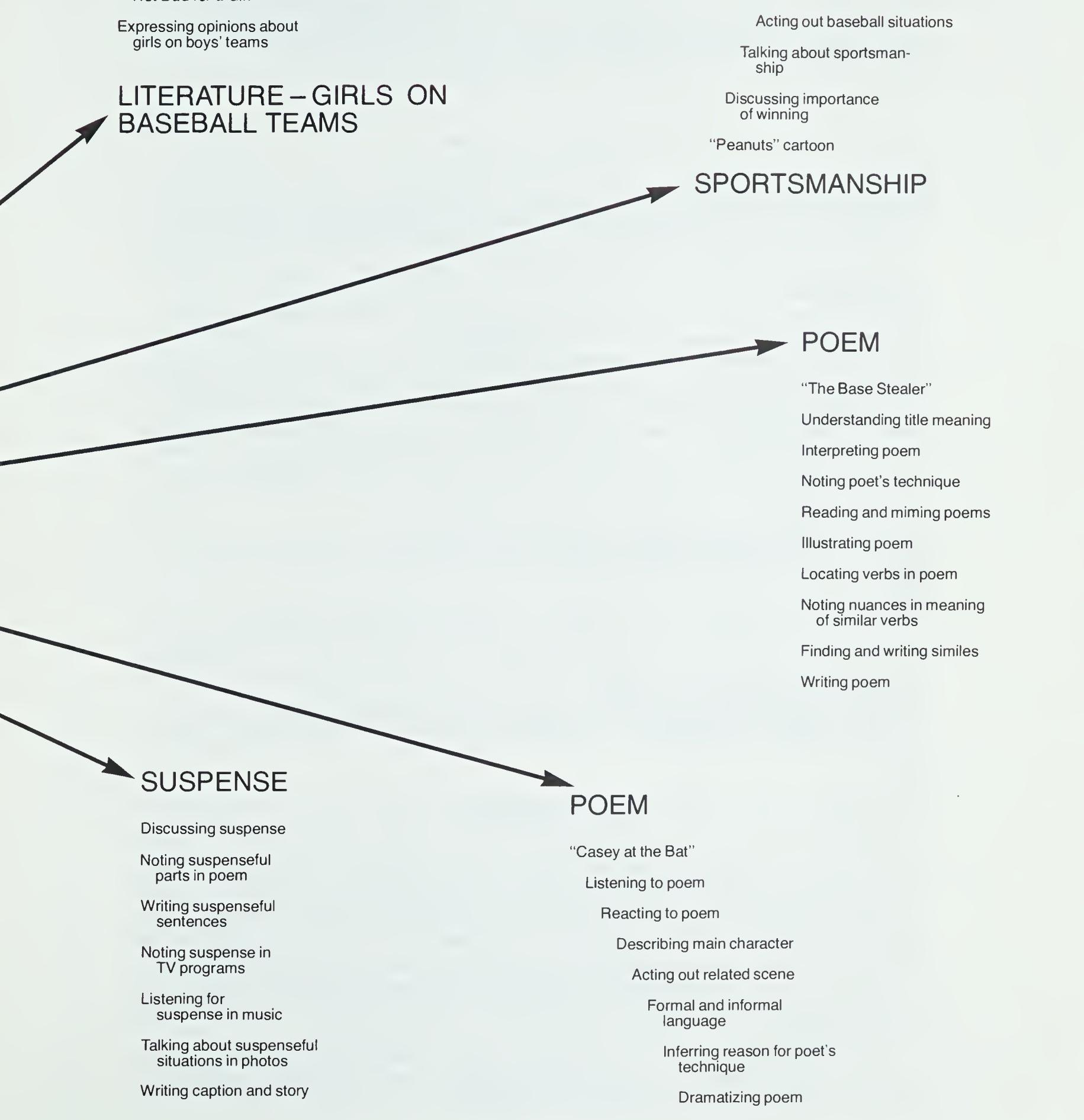
IN LANGUAGE

"Take Me Out to the Ball Game"

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|--|---|--|---|
| Writing sequel to story excerpt | Reading story excerpt about girl on Little League team Discussing characterization | Noting words to describe characteristics of person | Listening to invited speaker Raising questions |
| Interpreting actions in poem in drawings; using drawings for writing ideas Writing sentences describing actions of ball players Completing sentences using similes Writing poem | Reading poem "The Base Stealer" Discussing build-up of suspense in poem Discerning differences in meaning of similar verbs Listening to poem "Casey at the Bat" Inferring poet's feelings | Defining "base stealer" Locating verbs in poem Finding similes in poem and comparing them Understanding word meanings and relating words to personality of character Locating formal and informal language in poem | |
| Comparing sentences to discern which is more suspenseful; writing suspenseful sentences Writing photo caption Writing suspenseful story | Locating suspenseful parts in "Casey at the Bat;" relating understanding of definition to the poem | | |
| Writing newspaper headlines; applying understanding of word meanings | | Understanding word meanings and phrases in news article | Reading sports pages of newspapers for specific information |
| Drawing baseball diamond Writing news report of ball game played by classmates | | | |
| Making up own sports Hall of Fame Making a booklet about baseball | Understanding character traits of baseball players in story excerpts | | |
| Writing story or conversation | | | |



of Activities”



Take Me Out to the Ball Game

Overview of Theme

The first theme centers about baseball (softball), a game which many students will be playing in September and a sport in which most students will have some interest. A story excerpt and cartoons provide opportunities for students to discuss whether girls should be allowed to play on boys' teams, to explore the idea of sportsmanship, and to talk about the feelings aroused by winning and by losing. Poetry is the starting point for writing activities requiring children to use colorful verbs and similes and to employ the technique of suspense. News clippings lead to a study of the language used in headlines and news reports.

Notes on Activities

Page 9

- 1-4. These opening activities give the students an opportunity to share their own ideas, feelings, and experiences about baseball. Although the word *baseball* is used throughout the theme, many children will actually be playing softball; the ball used in softball is slightly larger and softer than the one used in baseball and is thrown underhand instead of overhand as in baseball.
5. Most students if allowed to start the theme with a related concrete experience will be better motivated to undertake the subsequent writing activities.
7. Students should realize that information can be obtained not only from reference materials but from persons in the community. If a speaker is to be invited by letter, take the opportunity to review letter-writing skills. If by telephone, review telephone courtesy and the manner in which such a request should be made. Students should prepare a list of questions to ask the speaker after his or her presentation. Remind them that some of their questions may be answered during the talk and that they should listen carefully so that the speaker does not have to repeat what has already been said. Someone should be chosen to thank the speaker. See Business Letter and Interview in the Handbook.
8. If the students are unfamiliar with the song, obtain a recording of it or a copy of the music.

Page 10

1. Many children are exposed to conventional sex stereotyping before they learn to read. The attitudes demonstrated by family members, by friends, and seen on television are some of the factors that create certain attitudes in children. A story excerpt such as the one from *Not Bad for a Girl* by Isabella Taves gives you a natural opportunity to discuss with your students the role of girls and women in sports.
2. Depending upon the reading ability of the group, you may decide to read the excerpt aloud or to have students read it silently.

Page 11

2. Encourage children to make personal word lists and to contribute to class vocabulary lists. For example, a class list of "character" words will be useful for reference in later writing activities.
4. Children do not write in a vacuum. Writing is a reaction, a response, or an outcome; in this activity children are asked to write a story sequel only after they have talked, read, and shared descriptive words. Since this is the first written activity, take time to explain the use of the Handbook and to review the students' punctuation skills. Throughout the program use every opportunity to display children's written work and to have them share their writing with each other. The knowledge that someone else will read the work gives the writer incentive to proofread and revise. See Capital Letters, Comma, Period, Quotation and Quotation Marks in the Handbook.

Either before the children start to write their stories or after they have finished, work with them to compile a check list for writing. The list might first include questions that would help them to evaluate the content of their stories, such as:

- Does the story have an exciting beginning?
- Does the story use colorful phrases and words?
- Does it contain conversation?
- Do the sentences begin in different ways?
- Is the story written so that the reader wants to read on?
- Is the title interesting?

The remaining questions on the check list should help children to proofread their stories.

Included might be:

- Are capitals used in the right places?
- Are the commas, periods, and other punctuation marks used properly?
- Are the words spelled correctly?
- If the story is long, is it divided into paragraphs?

Page 12

- 1-4. Activities such as these are designed to give children opportunities to discuss and clarify their values.
5. If children have not had much experience in role-playing, refer to the section *mostly acting* in this guidebook. Role-playing is an excellent means by which to have children "put themselves in the place of others."

Page 13

- Read this poem aloud to the students. Then talk about the meanings of the words in the poem, for example, *taut*, *taunts*, *hovers*, *ecstatic*.
6. These activities may be used as a starting point for review or practice in sentence building. See Notes on Sentence Building in the section *mostly writing* in this guidebook.
 7. If the term simile is unknown to your students, introduce the activity by asking them for expressions such as "soft as silk," "smooth as glass," "white as milk," "warm as toast." Explain that in talking people often use the same similes, but that writers try to think of new comparisons; for example, the poet Robert Francis says the base stealer moves "like a tight-rope walker."

Page 17

3. (top) These words and others might be listed on the class vocabulary list suggested earlier.
- 1-3. (bottom). Developing an awareness of the appropriateness of language is an important objective. If improper usage and an over-use of slang is a problem, take this opportunity to talk about the children's own language and the ways in which they should use it to meet the needs of formal and informal situations.

Pages 18-19

In these activities children study the literary device of suspense by discussing the suspense created in the poem "Casey at the Bat," by noting and writing suspenseful sentences, by talking about suspense in television programs and music, and by, finally, writing a suspenseful story.

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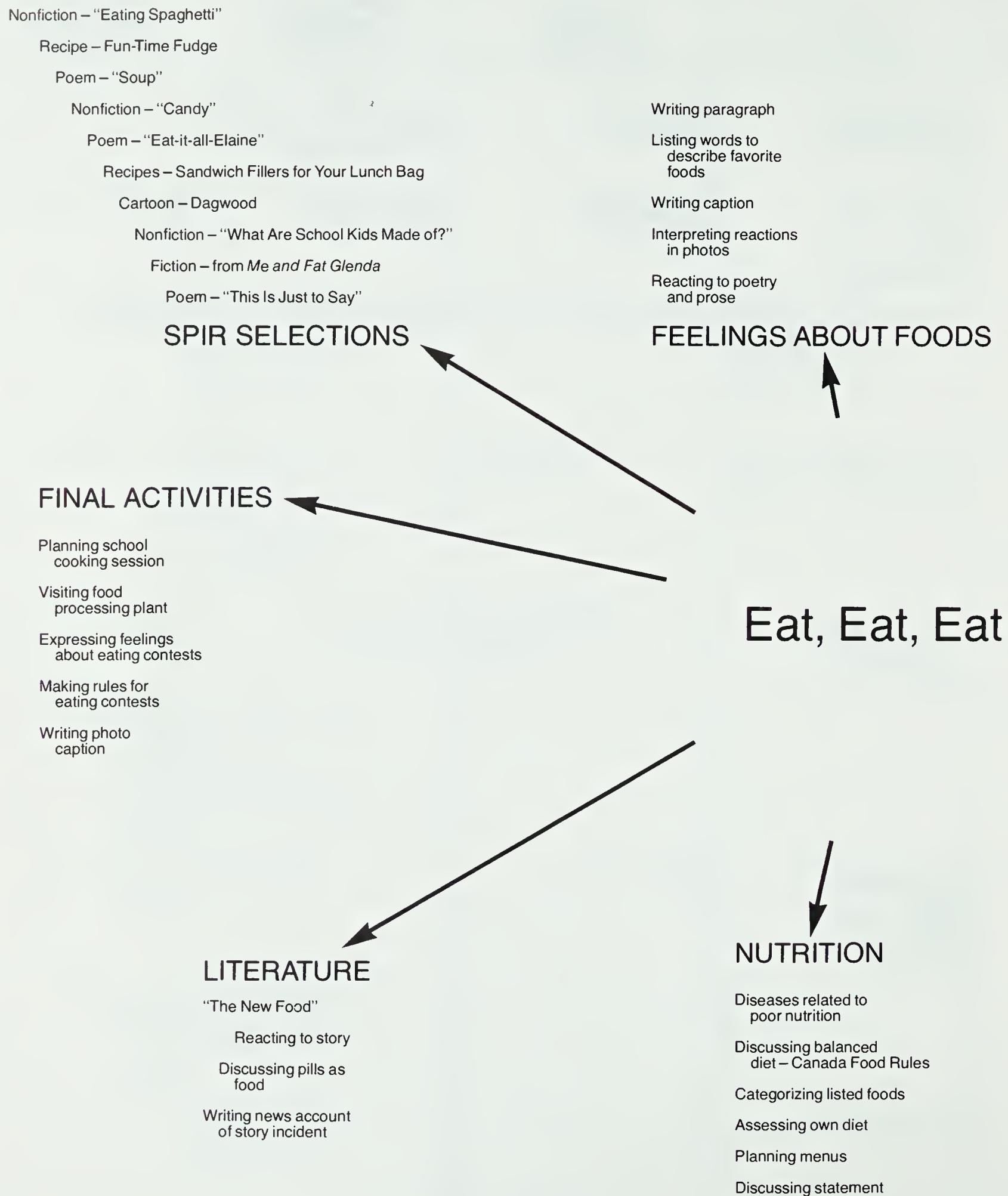
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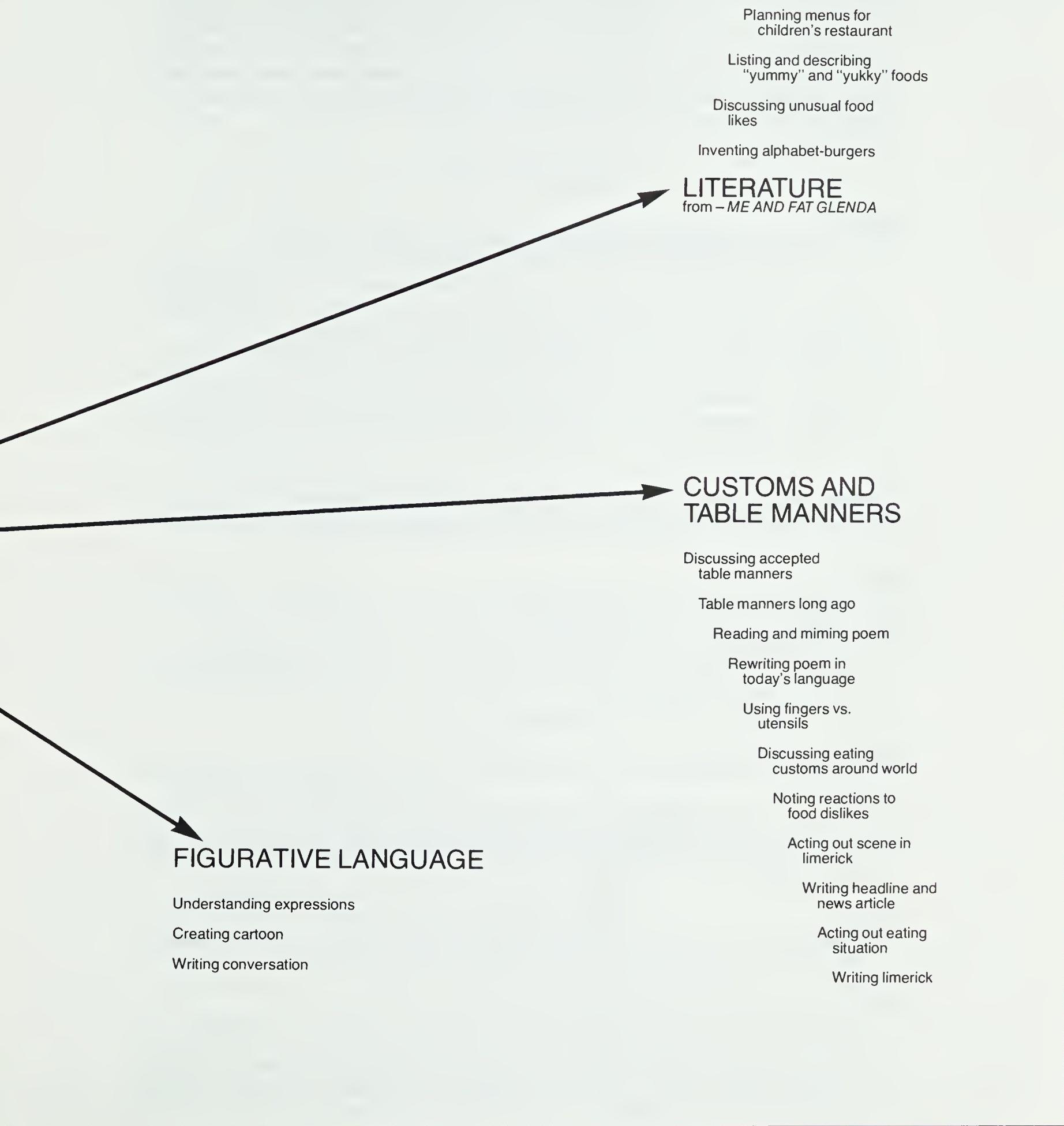
STARTING POINTS
Learning Objectives in

| | Talking Listening | Moving Acting | Valuing |
|-------------|---|--|--|
| Pages 26-27 | Relating personal feelings to poem Interpreting people's feelings in pictures | | |
| Pages 28-29 | Discussing unusual foods | | |
| Pages 30-31 | Comparing manners in poem to present-day manners Listening to coordinate miming with reading of poem Discussing eating customs around the world | Reading aloud and miming actions in poem | Discussing table manners Making judgments about eating habits Appreciating advantages and disadvantages of customs |
| Pages 32-33 | Noting negative reactions to food Sharing unpleasant eating experiences with classmates Relating reactions to food in eating places — appropriate and inappropriate | Acting out reactions to eating situations | Talking about and writing appropriate reactions to food dislikes |
| Pages 34-35 | | Demonstrating understanding of idiomatic expressions in conversation | |
| Pages 36-37 | Determining composition of balanced diets from chart Evaluating diet Planning menu for balanced diet Discussing questions and supporting opinions | | |
| Pages 38-39 | Reacting to story Expressing opinion about a food pill | | |
| Page 40 | Planning and organizing a cooking session Assessing value of visit to food processing place | | |
| Page 41 | Talking about eating contests Making up rules for eating contests | | |

IN LANGUAGE
"Eat, Eat, Eat"

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|---|--|--|---|
| Writing photo caption Listing words to describe favorite foods; writing poem or paragraph Inventing alphabet-burgers Writing descriptions of foods Creating menus for fictitious restaurant Rewriting poem in present-day language | Comparing reading selections and evaluating them Reading humorous story excerpt about alphabet-burgers Listening to poem | Locating "sense" words in reading selections Using "sense" words Choosing words and phrases to persuade someone Understanding phrases in poem | Listing food likes and dislikes Categorizing ways of eating |
| Writing headline for imaginary situation Writing limericks Applying understanding of idiomatic expression — creating cartoon Using expressions in dialogue | | Understanding idiomatic expressions | Locating information about diseases Categorizing foods Listing and classifying foods eaten in one day |
| Listing situations in which food pills would be desirable Making up contents of food pills Converting story into news article | Reading humorous story | | Organizing contents of news article |
| Writing photo caption | | | Preparing for visit to food processing place Presenting information acquired |





Eat, Eat, Eat

Overview of Theme

The topic of this theme is food, something all students like — and sometimes dislike. Although serious topics like nutrition and table manners are considered, the overall approach is light and humorous, as is shown by the choice of poems, stories, photographs, and cartoons. Pictures, prose, and verse are starting points for a discussion of food likes and for the use of sensory words in writing activities. An old English poem about table manners encourages children to explore customs around the world. Expressions about foods lead to a study of idiomatic language. A section on nutrition encourages research skills. The theme ends with a suggested cooking lesson or a visit to a food processing plant.

Notes on Activities

Pages 26-27

Read the poems and paragraph aloud to students as they follow in their texts.

- 1-3. Many of the activities in this theme will develop in students an awareness of the five senses — taste, smell, touch, sight, and sound. Ideally children's sensory awareness should be developed through actual experience. However, pictures can serve a useful purpose by encouraging children to recall and talk about experiences they have had.
4. Children cannot write if they lack vocabulary. Take time to talk about the topic of the theme, to allow children to share their ideas and information, and to list vocabulary and colorful expressions for reference purposes in later writing assignments. As an additional activity, have children describe the taste of a favorite food without naming it. Have the other children guess the food that is being described. Add the most vivid words to the vocabulary list.

Page 28

Most students will enjoy this easy-to-read excerpt. If possible, obtain a copy of the book from the library — either for the students to read independently or for you to read to them in segments.

Page 29

1. This creative writing activity also gives students opportunities to practice their alphabetizing and dictionary skills.
3. If some students are not familiar with the function of an adjective, take time for some preliminary work with the whole group or with small groups. See Notes on Sentence Building in *mostly writing* in this guidebook. Encourage children to use magazine and television advertising as a source of descriptive words.

Page 30

4. Having children rewrite a poem is one way of determining whether they have understood its meaning.
5. The discussions should lead children to understand (1) that there are no "right" or "wrong" eating customs, (2) that different groups of people practice different customs, and (3) that people usually feel more comfortable when they follow the traditional practices of their particular group.

Page 31

If students come from different cultural backgrounds, plan a special day when they bring traditional foods to the class for an "Eating Festival."

Page 33

- 1-7. One of the most important language skills is the ability to adapt one's language to the situation. To explain the idea of *appropriate language*, ask children why most people would disapprove of someone who appeared at a wedding in a bathing suit. Point out that a bathing suit is acceptable at a beach but not at a wedding — that at such a function it would be inappropriate. Just as one learns to wear appropriate clothing, one must learn to use

appropriate language. Have children talk about the language they use in different situations and have them categorize examples of language under the headings *formal*, *informal*, and *slang*. For example: He is a nuisance — He gives me a pain in the neck! — He is a creep.

Page 35

- 1-4. The work on idiomatic expressions could be expanded. Note that in dictionaries idioms are defined under the entry for their most important words, and are printed in bold face type. For example, in the *Dictionary of Canadian English: The Beginning Dictionary* the idiom *take with a grain of salt* is explained under the entry for the word *salt*.

Pages 36-37

Students are introduced to the topic of balanced diets and food values by a short factual account about earlier explorers and the reproduction of Canada's Food Guide.

1. beriberi — caused by lack of vitamin B1-thiamine; symptoms are swelling of the body and nerve disorders; rickets — caused by lack of vitamin D and insufficient exposure to sunlight; symptoms are a softening and often a bending of the bones; usually affects children; goiter — caused by lack of iodine; an enlargement of the thyroid gland — symptom is a swelling in the lower front part of the neck.
3. Have children use reference books to find out about any of the foods that are unfamiliar to them. Have them locate pictures of the foods and, if possible, bring samples of the foods to the classroom.

Pages 38-39

Stephen Leacock was a very well known Canadian humorist. Born in England, he came to Canada and received his education in Toronto. As head of the Department of Political Economy at McGill, he did some serious writing, but he is best known for his humorous short stories, parodies, and skits. In this story he pokes fun at some of the modern trends in nutrition and suggests to what lengths our developments in synthetic and concentrated foods could go.

- 1-2. Children should of course realize that the story is imaginary and can be enjoyed as humor. In many ways it could be described as a modern tall tale.
- 3-4. Encourage children to give evidence to support their opinions. You might ask "What would prevent these pills from becoming popular?" "What advantages might they have and for whom?"

Page 40

It is suggested that students choose one of the activities; however, if students are interested and if time is available, they might undertake the cooking session and a visit to a food processing plant.

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STARTING POINTS
Learning Objectives in

| | Talking Listening | Moving Acting | Vaiuing |
|-------------|---|-------------------------------------|--|
| Pages 42-43 | Talking about islands Listening to others' opinions | | |
| Page 44 | Discussing lighthouses Comparing lighthouse in photo with preconceived idea Sharing experiences | | |
| Pages 45-47 | Comparing entries in logs and diaries | | Making judgments about particular style of life |
| Page 48 | Inferring feelings of people in photograph | | Discussing loneliness and being alone |
| Page 49 | Interpreting meaning of proverbs Discussing idea in quotation | | Expressing opinion about proverbs |
| Pages 50-53 | Understanding characters' feelings in story Listening to classmates' opinions and comparing with own Expressing opinion about characters' experiences Inferring reasons for characters' feelings | Acting out scene from story excerpt | Discussing running away from home Discussing feelings of homesickness |
| Page 54 | Supporting opinion with reason Interpreting cartoon | | Comparing lists with classmates' |
| Page 55 | Stating opinion about islands and treasures | | |
| Pages 56-57 | Reading treasure map Drawing conclusion about island from map Interpreting island size by using map scale Making judgment about islands based on their locations | | |
| Pages 58-59 | Expressing opinion about islanders' speaking habits Listening to classmates' sentences | | |
| Pages 60-61 | Relating place names on maps to location and events Making up place names to suit events Analyzing map and drawing conclusions | | |
| Pages 62-63 | Expression opinion about islands in photographs | | |

IN LANGUAGE

“If Once You Have Slept on an Island”

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|---|--|--|---|
| Rewriting article in different style and comparing to original Writing diary and log entries Writing poem in free verse | Reading selections about islands Interpreting writers' feelings Inferring writer's feelings | Discussing associations with word "island" Evaluating descriptive phrases in reading selection Locating examples of personification in article | Listing advantages and disadvantages of life in lighthouse; reaching conclusions Applying understanding of proverb |
| Writing in conversation from the previously acted scene Writing story about imaginary island adventures | Appreciating excerpt from <i>The Adventures of Tom Sawyer</i> | | Making up bibliography of island stories |
| Writing cartoon caption | Reading news article Comparing map to written description in <i>Treasure Island</i> | Choosing words to describe boy in cartoon and characters in story | Listing things necessary for survival on island Finding out about treasure on Oak Island |
| Learning and appreciating Canadian folksong “I’se the B’y that Builds the Boat” | Noting vocabulary in song Discussing Newfoundland expressions Conjecturing origin and meanings of Newfoundland expressions | Locating places on maps using latitude and longitude markings Evaluating maps as sources of information | |
| Writing story to explain origin of a place name Writing letter to friend | Defining meaning of place names on map Creating place names | Locating meaning of words in French-English dictionary Locating unusual place names on map Finding out about Newfoundland transportation Making industrial map of Newfoundland Designing travel literature | |

Nonfiction – "The Last March"
Poem – "Waves"
Photo Study – The Galápagos Islands
Fiction – "Island of the Blue Dolphins"
Poem – "Islands in Boston Harbor"

SPIR SELECTIONS

RESEARCH

Expressing opinion about islands in photographs
Designing travel folder for one island

If Once You Have Slept on an Island

* NEWFOUNDLAND

Locating unusual place names in local area
Research questions on Newfoundland
Writing story about origin
Inferring origin of place names
Making up place names
Discussing place names on Newfoundland map

* EFFECTS ON LANGUAGE

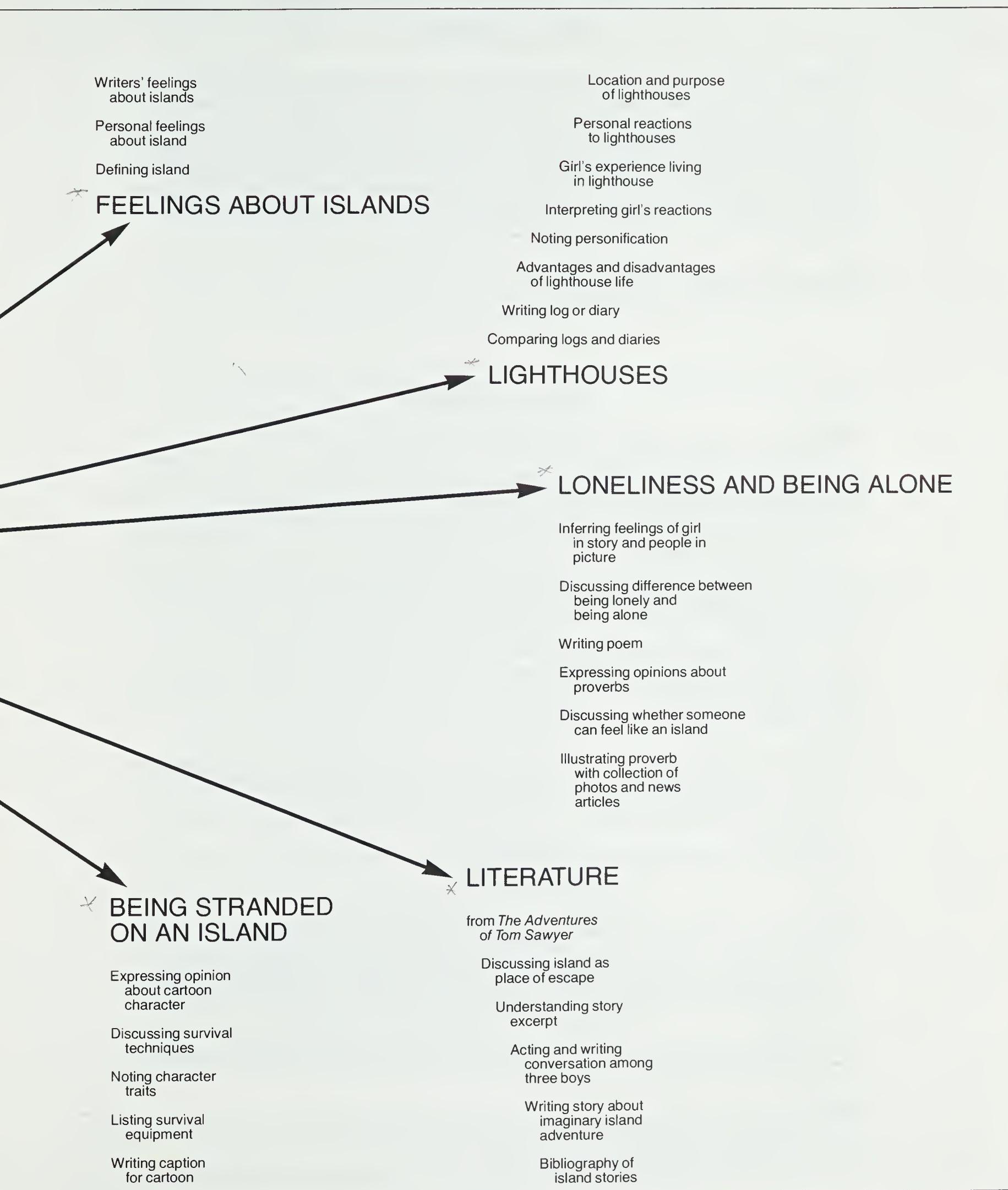
Making judgment about effects of island life on language
Using words in sentences
Discussing words used in Newfoundland
Learning song "I'se the B'y that Builds the Boat"

* ISLANDS AND TREASURE

Discussing island as place to bury treasure
Doing research on Oak Island
Reading treasure map
Reading excerpt from *Treasure Island*
Using lines of latitude and longitude to locate places

* LINE UP THE TEXT

of Activities"



If Once You Have Slept on an Island

Overview of Theme

Feelings about islands are explored in this social studies theme — how poets feel about islands, how a girl living in a lighthouse feels about her way of life, how Tom Sawyer and his friends feel about taking refuge on a small island. An island as a place to bury treasure is explored in a news article about Oak Island in an excerpt from *Treasure Island*. The effect of island life on language is illustrated in a Newfoundland folk song and Newfoundland expressions. Language activities include the study of figurative language, the origin of place names, and specialized language used by islanders; the writing of logs, poems, and stories.

Notes on Activities

Page 43

Point out that many Canadians live on islands — Vancouver Island, Prince Edward Island, Cape Breton Island, Newfoundland, to mention a few. Encourage children to talk about islands they have visited — where the islands are, what they did there, what the islands are like. A map of Canada and the world would be useful for reference during the development of the theme.

- 1-2. To have children realize that words have literal meanings but also have associations for people, have them use a dictionary to find the meaning of the word *island* and then have them tell you things they think of when they hear the word *island*. If children have difficulty, have them list the things the writers on these pages associate with islands, for example, blue water, wheeling gulls, ship whistle, lighthouse bell, silver-maned breakers, white mist, sun, shining sand.
2. In summary, Rachel Fields feels that life on an island changes a person; for the author of *Emma's Island* the island is a vantage point from which to view the colors of the sea; for the writer of "Island in the Sun" the island is home — the place where people have lived and worked for many years.

Page 46

3. The literary technique of giving non-human objects characteristics of a human being is called personification, for example, The sun smiled on the people. As an extension of this activity or in other writing activities, suggest that children combine "living" verbs and "non-living" nouns to make colorful phrases, for example, *car purrs*, *branches scratch*, *smoke sings*, *flames lick*.
4. The listing of advantages and disadvantages reinforces the idea that opinions should be based on reasons.

Page 47

2. Log and diary entries are generally short accounts of daily occurrences; a log is a factual account whereas a diary may be factual but will more often be personalized and reflect the writer's feelings. A diary can be useful to the writer because it provides an outlet for expressing feelings. Logs and diaries can be useful to others — particularly historians, because they provide information about events and people's thoughts at a particular time.

Pages 48-49

The activities on these pages explore feelings of loneliness and the idea that each human being is related to all other human beings.

Page 49

2. Lead students to understand that an island is separated from nearby land and that a person who feels like an island feels isolated or alone.
3. The picture on this page illustrates one situation in which someone is dependent on others.

Page 53

- 1-4. In these activities children relate what they have read to their own lives.
6. Children could choose one of the suggested writing activities or make up their own story ideas. Before writing, review with them the check list for writing stories. See "Take Me Out to the Ball Game."
7. Students should be encouraged to read for pleasure. The Bibliography at the end of these notes provides information on other books related to the topic.
You may wish to review the definition of bibliography. See Bibliography in the Handbook.
As a follow-up to this activity, students might give brief oral reports about the books they have read. A book report should include the title of the book, the name of its author, a brief summary of the story content, mention of a favorite part of the story, and reasons why the book was enjoyed.
2. Although the drawing is a humorous one, it contains sufficient detail for the children to list some of the measures the boy took in order to survive — building a shelter, obtaining food, chopping trees for firewood, building a fire.
3. Building vocabulary is an important part of a language program. If students are unfamiliar with any of the words, encourage them to check the meanings of their dictionaries. If a thesaurus is available, have children find synonyms.

Page 56

1. The map is taken from *Treasure Island*.
2. The names Foremast Hill, Spyglass Hill, Mizzenmast Hill, Haulbowline Head suggest sailors first found the island.
6. Lines of longitude and latitude have been omitted from the map.

Page 57

2. The answers are: Vancouver Island, Galápagos Islands, Iceland, Newfoundland. The Galápagos Islands are the only tropical islands in this group because they are between the Tropic of Cancer and the Tropic of Capricorn.

Page 59

5. In the past it was probably easy for island dwellers to keep their own ways of speaking because their contacts with other parts of the world were limited; however, today's methods of communication and transportation — radio, television, airplanes — make it more difficult for islanders to preserve their distinctive language.

Page 61

2. The meanings are: manche — sleeve; anguille — eel; scie — saw; argent — money (silver).
- 4-5. For more information on place names, see *Words on the Map* by Isaac Asimov; *The Book of Place Names* by Eloise Lambert and Mario Pei.

Page 63

- 1-2. The culminating activity will require children to do independent research.

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STARTING POINTS
Learning Objectives in

| | Talking Listening | Moving Acting | Valuing | |
|-------------|---|--------------------------------|---|--|
| Pages 64-65 | Talking about strange objects in the sky Comparing drawings; noting similarities in eyewitness accounts | | | |
| Pages 66-67 | Locating details in reading selection Comparing mental images to written descriptions of UFO's Supporting decisions with facts and opinions | Acting out interview scene | | |
| Pages 68-69 | Forming opinion about story based on evidence Suggesting reasons for similarities in people's reports | | | |
| Pages 70-71 | Sharing dream recollections Making judgment about dream montage | | | |
| Pages 72-73 | Discussing zodiac signs Comparing stated personality characteristics to self Relating characteristics of zodiac signs to people | Role playing specific scenes | Evaluating reliability of astrology in determining personality characteristics and in predicting future | |
| Pages 74-77 | Conjecturing about solution to trick Comparing class results from experiment on breath control with Houdini's results | Acting out scene about Houdini | | |
| Pages 78-81 | Discussing optical illusions Performing card and rope tricks | | | |

IN LANGUAGE
“The Unexplained”

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|--|---|---|---|
| | | | <p>Translating written descriptions into visual form Comparing information in observers' reports Listing questions for interview</p> |
| <p>Writing imaginary story</p> | | | <p>Locating and evaluating evidence in informal article</p> |
| <p>Recording dreams in notebook Writing free verse about nightmares</p> | <p>Reading about a Houdini escape act</p> | <p>Understanding meaning of words related to personal characteristics</p> | <p>Making up dream montage Locating information on dreams</p> |
| <p>Listing words to describe unfavorable characteristics</p> | | | <p>Designing a device Charting class results of experiment on graph Recording magic tricks on file cards and organizing in box Performing magic show for other classes</p> |
| | | | |

Fiction – "Eric the Great"
Poem – "The Listeners"
Radio Play – "The Invisible Man"
Informational – Beware of Black Cats
Poem – "The Alice Jean"

SPIR SELECTIONS



The Unexplained

TRICKS

Discussing optical illusions
Trying card and rope tricks
Collecting magic tricks on file cards
Putting on magic show

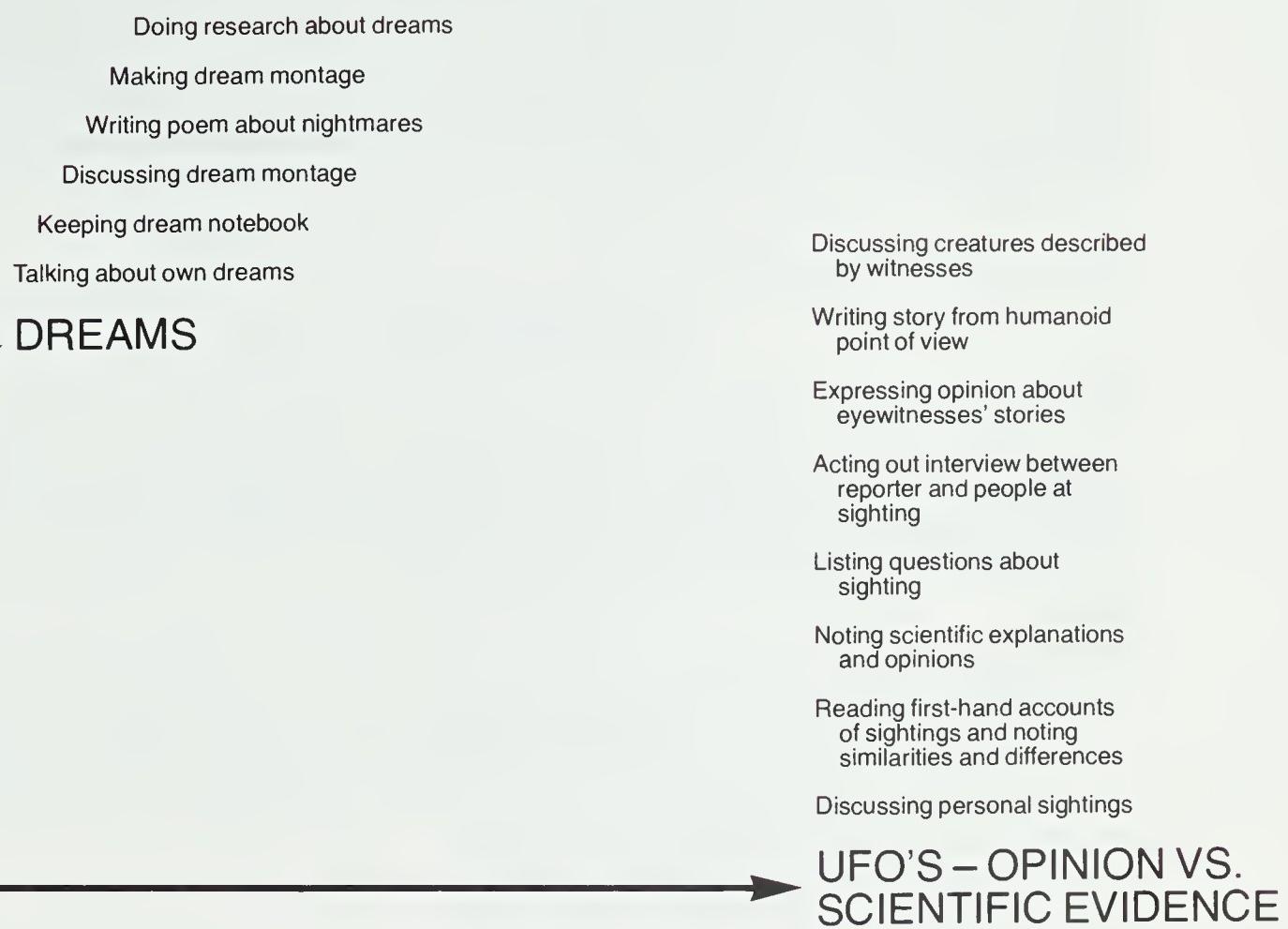


HOUDINI – ESCAPE ARTIST

✓ Speculating on solution to escape act
Setting up and recording results of experiment
Acting out imaginary scenes about Houdini
Designing escape device
Designing challenge poster



of Activities"



- Noting own zodiac sign
- Discussing favorable characteristics of signs
- Relating characteristics to situations
- Acting out situations
- Comparing horoscope predictions with actual events
- Making judgments about horoscopes and astrology

The Unexplained

Overview of Theme

This science theme focuses on some of the unexplained phenomena in our world — unidentified flying objects (UFO's), dreams, astrology, magic — and whether or not the unexplained can be explained. Different accounts of UFO sightings lead children to distinguish between scientific explanations and opinions. The topic of dreams is the starting point for research on the subject. Activities based on the signs of the zodiac encourage children to consider the reliability of determining personality characteristics and future events on the basis of birth signs. A selection about Houdini demonstrates that there are often explanations for the "unexplainable."

Notes on Activities

Page 65

2. An important critical thinking and research skill is the ability to note similarities and differences in pieces of evidence. Asking children to draw sketches is one way of having children demonstrate their ability to compare and contrast. Instead of drawing sketches, some of the children might list in chart form the key features of the three reports. Headings used might include: shape, size, speed, color, markings.

Page 67

1. Being able to distinguish fact from fiction is another important critical thinking skill. Talk about the kinds of words that indicate opinion or uncertainty, for example, *maybe*, *probably*, *possibly*. These words as well as other words and phrases might be listed for reference in writing activities. Point out that in Dr. Hynek's statement "if those lighted objects were really space ships, they would hardly select a swamp as a good landing field," the words *if* and *would hardly* indicate he is expressing an opinion.
3. As a follow-up to this activity, students could write up the interview as a newspaper report. See News Report in the Handbook.

Page 69

1. Students must learn to support their opinions with reasons, evidence, or facts. Encourage them to understand that to qualify as a fact a piece of information should be verifiable, that is, it should be possible to check it with a reputable source or in an accepted reference book.
4. If necessary, review with students before they start to write the check list for writing stories suggested in "Take Me Out to the Ball Game."

Page 71

5. To build up vocabulary for the poetry writing activity, encourage children to write as many word associations as they can. Suggest that they think of words that are nouns, words that are verbs, and words that are adjectives and adverbs, or have them classify the words they have listed. Show them that by combining words from each of the different lists, they will have lines for their free-verse poems. If children are unused to writing poetry, ask them for simple three-line models — noun, verb, adverb. Others might write cinquains.
6. Language is combined with art in this interdisciplinary activity. Making a montage requires students to choose a topic and then find material related to that subject.
7. You might start the activity by having students list all the questions they have about dreams. Children might then divide into small groups to research certain questions. Review procedures for finding information and presenting reports. See Research Guide, Outline, Oral Report, Written Report in the Handbook.

Page 73

Review background and meaning of the word zodiac. Many stars are grouped in patterns called *constellations*, a name from a Latin word meaning "group of stars." Twelve

constellations were noticed in particular by ancient peoples because the sun and the moon always rose and set within the part of the sky that held these twelve. At the beginning of spring, the sun rose in the part of the sky occupied by the constellation we know as Aries, the Ram. Most of the twelve constellations were named for living things. For this reason the part of the sky through which the sun, the moon, and the planets traveled was named the zodiac, which meant "circle of living things." It was divided by the ancients into 12 sections, each named after one of the twelve constellations. These constellations are known as Taurus, the Bull; Aries, the Ram; Pisces, the Fish; Aquarius, the Water Carrier; Capricorn, the Goat; Sagittarius, the Archer; Scorpius, the Scorpion; Libra, the Scales; Virgo, the Virgin; Leo, the Lion; Cancer, the Crab; and Gemini, the Twins. These twelve constellations are called the signs of the zodiac.

2. The zodiac characteristics provide an excellent starting point for vocabulary building. In addition to using the dictionary to check the meanings of words they do not know, students might use a thesaurus to find synonyms. After they have had an opportunity to discuss their zodiac characteristics, the activity might be expanded to include the writing of sentences using some of these words. Another activity might be to have children write a description of a person who has a certain characteristic without naming that characteristic. Others should attempt to guess the characteristic that is being illustrated.
3. The students' understanding of the vocabulary words is reinforced in this activity.

Page 75

Most children will have heard of Houdini. Born in 1874, he was one of the world's greatest escape artists. He performed sensational acts such as freeing himself from ropes, handcuffs, chains, and boxes that were nailed shut. He often defended himself against claims that he had supernatural powers. His magic tricks could be explained. He knew his subject well, kept himself in good physical condition, and practiced hard.

Page 77

2. Monitor the students closely as they do this experiment.

Page 81

A magic show would be an excellent culminating activity to the theme.

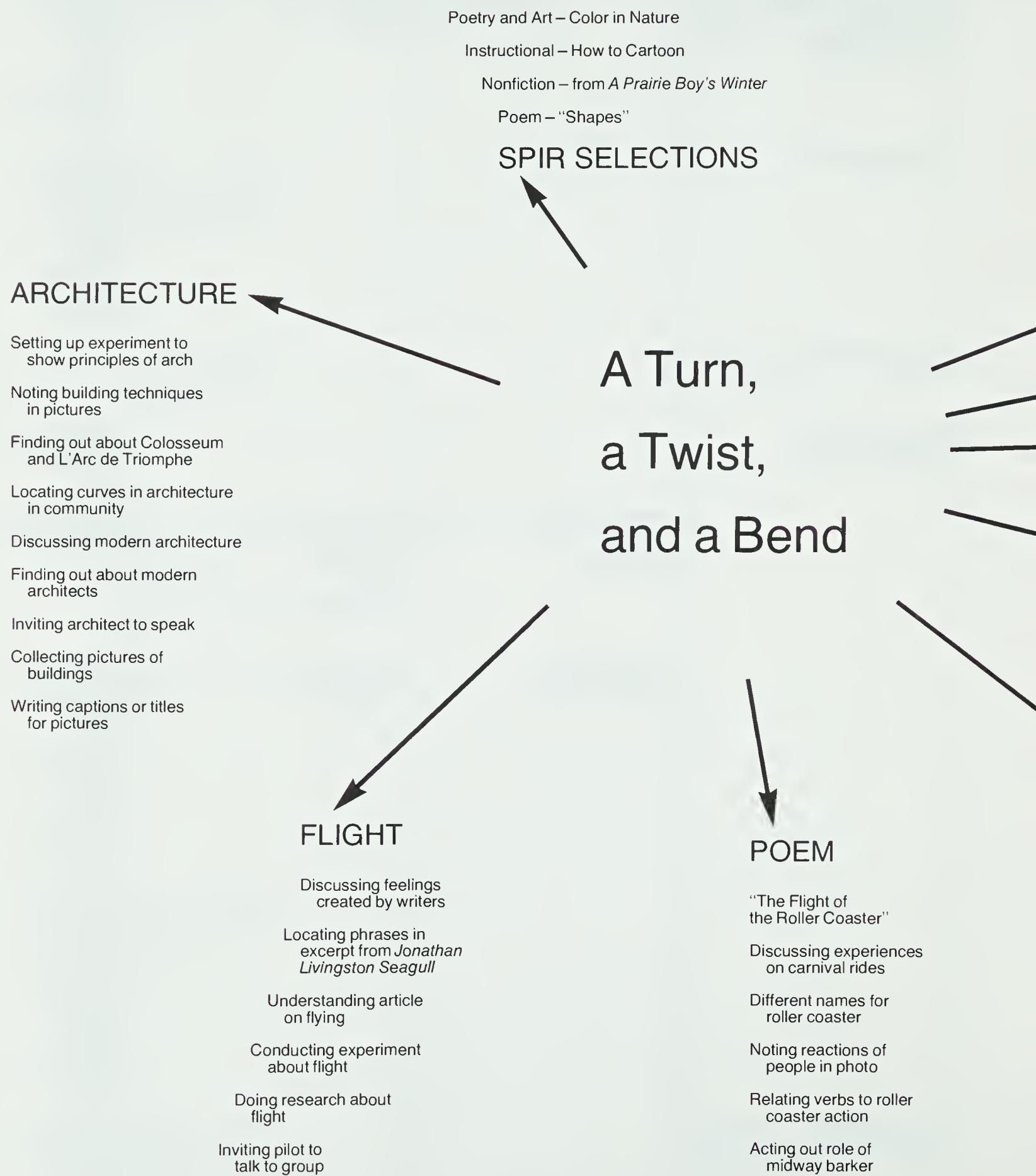
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STARTING POINTS
Learning Objectives in

| | | Talking Listening | Moving Acting | Valuing | |
|--|-------------|---|--|---|--|
| | Pages 82-83 | Discussing mathematical idea of a curve | Performing actions that demonstrate curves | Expressing opinion about beauty of curves | |
| | Pages 84-85 | Comparing spiral to curve Applying understanding of qualities of spiral to other objects | | | |
| | Pages 86-87 | Perceiving forms in modern sculptures Making up titles for sculptures | | Stating preference for sculptures | |
| | Pages 88-89 | | | | |
| | Pages 90-91 | Sharing experiences of carnival rides Noting people's reactions in photographs Imagining own feelings about roller coaster ride | Portraying a midway barker | | |
| | Pages 92-93 | Listening to invited speaker | | | |
| | Pages 94-95 | Applying understanding of principles of arch to photographs | | | |
| | Pages 96-97 | Discussing modern architecture Listening to invited speaker | | Expressing opinions about photos of modern architecture | |

IN LANGUAGE “A Turn, a Twist, and a Bend”



of Activities”

Collecting objects that utilize curves

Locating objects of different shapes on a walk

Mathematical definitions of lines and curves

Writing description using verbs noted

Noting verbs of movement

Trying and sketching activities listed

Listing activities that produce curves

CURVES

Writing story

Making spiral mobile or spiral stabile

Discussing advantages of spiral design

Making paper spirals and noting characteristics

Comparing spiral and curve

SPIRALS

CURVE STITCHING

Following directions to make a curved stitching design

APPRECIATING SCULPTURES

Discussing sculptures

Making up titles for sculptures

Choosing favorite sculpture

Writing story about sculpture

CREATING SCULPTURES

Following directions for wire sculpture, carved sculpture, or junk sculpture

Writing free verse about sculpture

A Turn, a Twist, and a Bend

Curves in nature and in man-made art and architecture are the topics in this art theme. Students are given opportunities to create and to appreciate art. They experiment with paper spirals to discover some of the characteristics of the spiral, make a spiral mobile or stabile, and write stories using the word *spiral*. Instructions and diagrams are given on the making of a curved stitching design. Photographs of modern sculptures lead to appreciation activities and the making of sculptures. Pictures about carnival rides and a poem about a roller coaster are the starting points for sharing personal experiences and developing vocabulary. As a culminating activity curves in architecture are explored.

Notes on Activities

Page 83

1. Discuss with the students what is happening in each of the photographs: top left—circles are made in water when something is dropped into it; top right — a man is preparing to throw a boomerang, a curved stick used as a weapon by the Australian aborigines. After release the boomerang returns to the thrower, thus creating a curve; bottom left — airplane vapor trails form a curve; bottom right — skipping ropes create curves in space.
3. This activity is designed to develop vocabulary. 3 (c) might be expanded to include additional practice in sentence building. See Notes on Sentence Building in the section *mostly writing* in this guidebook.
4. A straight line is a set of points in a plane that extends endlessly in opposite directions. (A line segment is part of a straight line consisting of two different points and all the points between them.) A curved line is a set of points in a plane that changes direction. A straight line is a special curve. A closed curve is a curve in a plane that begins and ends at the same point. It may or may not intersect on itself.
5. Consider setting up a display center for the curved objects.

Page 84

1. You may wish to have available for the students some paper spirals or you may wish to cut out a paper spiral for the students before proceeding with this first activity. A spiral is a special kind of curve. It is the path traced by a point moving away from another point and at the same time circling it.
5. Before the students begin to write, review with them the check list for story writing in "Take Me Out to the Ball Game."

Page 85

Make sure that students read and understand the directions before beginning the stitching activity.

Page 87

- 1-3. Encourage students to express their feelings and ideas about the sculptures. Personal tastes will vary and different responses should be expected and accepted.

Pages 88-89

Instructions are given for the making of sculptures using three kinds of materials. Students might be given a choice of material.

Page 91

4. After you have read the poem, give students ample opportunity to discuss it. Stimulate discussion by asking such questions as: "What did the man mean when he said, "Once more around should do it"? What was the "giant curve above"? Why does the poet use the expression "like a movieland magic carpet"? What happened to the roller coaster?

Page 93

2. Some examples of words and phrases that could describe the movement of a plane are lowered (his webbed feet); lifted (his beak); (he) stalled.
5. More information on aviation and theories of flight can be found in *The New Book of Knowledge*.

Page 94

3. (a) The Romans built the Colosseum in the first century A.D. It was the main stadium for public entertainment and could seat more than 45 000 people. Its name is derived from the Latin word *colosseus*, meaning gigantic.
(b) The English translation is The Arch of Triumph. L'Arc de Triomphe was built to celebrate the victories of Napoleon's armies.

Page 97

4. If it is not possible for an architect to visit the class, suggest that students as a culminating activity do research on various aspects of architecture — for example, early architecture, Egyptian architecture, Roman architecture, church architecture, Renaissance architecture, Twentieth Century architecture.

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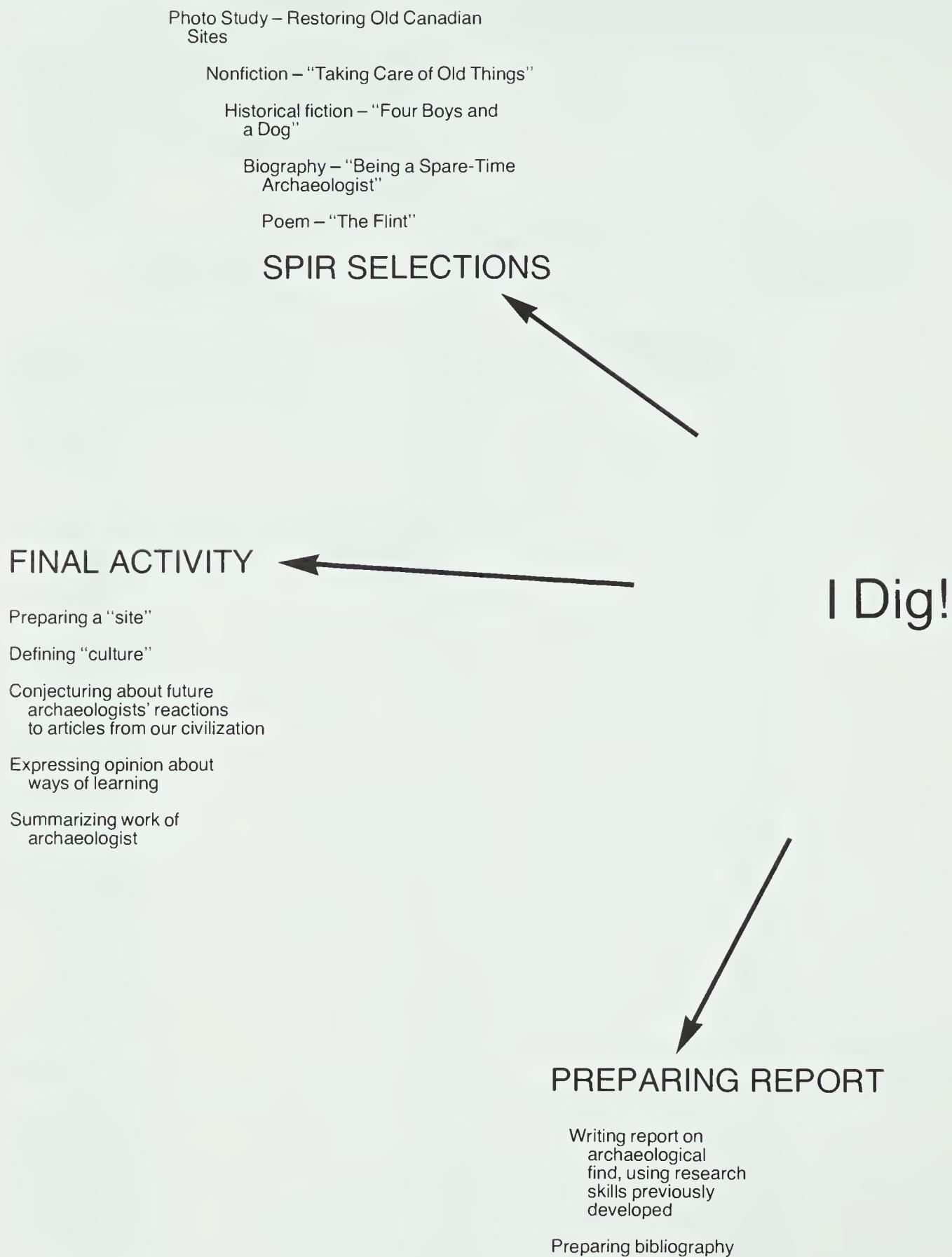
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STARTING POINTS
Learning Objectives in

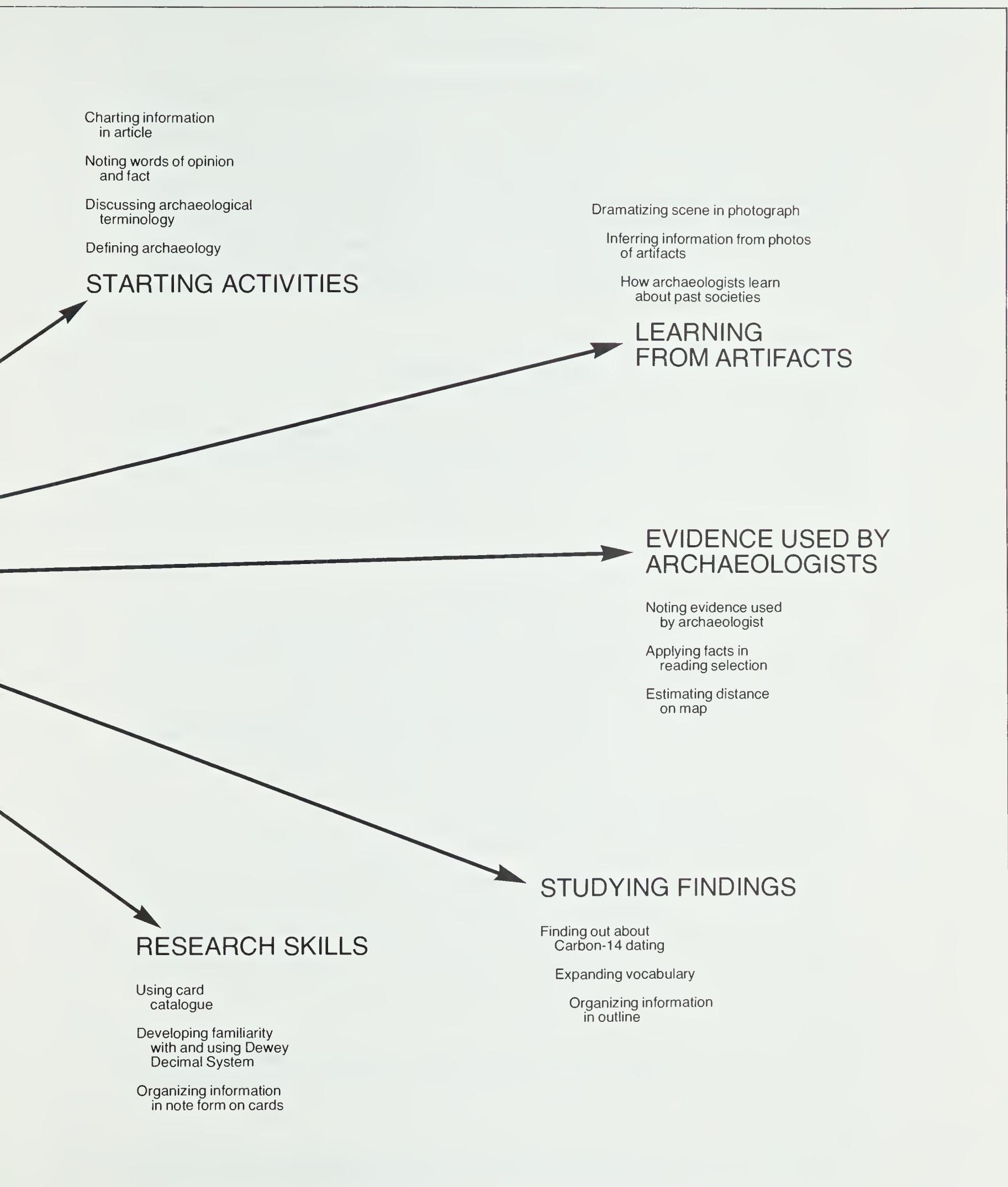
| | Talking Listening | Moving Acting | Valuing |
|---------------|--|-----------------------------------|---|
| Pages 98-99 | Interpreting meaning from article; comparing meanings from reference books Discussing conclusions based on findings | | |
| Pages 100-101 | Drawing conclusions about past societies by studying artifacts Comparing conclusions | Dramatizing scene from photograph | Appreciating different cultures by studying artifacts |
| Pages 102-103 | Locating evidence in reading selection Comparing information in reading selections | | |
| Pages 104-105 | Explaining how Carbon-14 dating helps archaeologist | | |
| Pages 106-107 | | | |
| Pages 108-109 | | | |
| Pages 110-111 | | | |
| Pages 112-113 | Considering what items today would interest archaeologists of future | | Working in groups to prepare a site for others to dig |

IN LANGUAGE “I Dig”

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|-------------------------|-------------------------------|---|--|
| | | <p>Defining “Archaeology” Listing and defining words used in archaeology Noting words used to differentiate fact from opinion</p> | <p>Reading informational article to answer questions Organizing information in article under suggested headings</p> |
| | Reading excerpts from article | <p>Understanding meanings of words related to archaeology</p> | <p>Reading informational articles Drawing map based on description in reading selection Determining distance on map</p> |
| | | | <p>Researching Carbon-14 dating Outlining information in articles</p> |
| Writing research report | | <p>Understanding and working with card catalogue to locate reference books Discussing subject headings</p> | <p>Understanding the Dewey Decimal system Relating Dewey Decimal system to specific subjects Organizing information found in reference books, using note cards</p> |
| | | | <p>Applying previously learned research skills — using card catalogue, subject headings, Dewey Decimal system, outlining, writing report — in research report</p> |
| | | <p>Defining “culture” and comparing to dictionary definition</p> | <p>Finding out about culture of society chosen and preparing artifacts</p> |



of Activities"



I Dig!

Overview of Theme

This social studies theme focuses on the subject of archaeology and on the learning of research skills. Initially, students discuss what an archaeologist does and the terminology he uses. A news article describing finds at an ancient Indian site in British Columbia requires students to differentiate between fact and opinion, list and categorize information about evidence found at the site, and come to conclusions based on that evidence. Photographs of artifacts lead to a discussion about the kinds of questions archaeologists attempt to answer. Selections about the Viking site at L'Anse Au Meadow in Newfoundland broaden the theme by illustrating the value of having more than one source of evidence. Further practice in research skills — use of the card catalogue, use of the Dewey Decimal System, notetaking — culminate in a major research activity. The theme ends with the suggestion that students prepare their own archaeological sites for others to excavate.

Notes on Activities

Page 98

The literal and non-literal meanings of the title “I Dig!” could be discussed with students before they begin the activities — an archaeologist literally digs in the earth to uncover artifacts belonging to another age; people “dig” or look for information in books and other sources; people also use the expression “I dig” to mean “I understand.”

Page 99

1. The initial question will serve to establish what information and ideas the students already have about the field of archaeology.
2. After reading the article, students should be able to explain the work of an archaeologist. They should understand that based on evidence found at a site and on the artifacts unearthed, the archaeologist attempts to learn about the life and culture of ancient peoples.
3. As in other themes, students should be encouraged to list all new words related to the topic and to refer to the list in subsequent talking, acting, and writing activities.
4. Distinguishing between fact and opinion is an increasingly important skill as students expand their reading in the content areas. Children who have difficulty in applying this skill might be asked to indicate which sentence is fact and which is opinion in simple sentence pairs such as the following:
 - (a) Ottawa is the capital of Canada
 - (b) Ottawa is probably the most beautiful city in Canada
 - (a) I spent two hours doing homework last night
 - (b) Teachers give too much homework

In the theme “The Unexplained” it was suggested that students start a list of words that indicate opinion or uncertainty. Have them add to this list opinion words found in the newspaper article: *implied, could have, likely, believe, suggested, may have, possibly*.

5. In addition to being able to distinguish between fact and opinion, children need to realize that opinions should be supported by facts. In completing the chart students will be listing the factual evidence on which the archaeologists based their opinions.

Page 100

In subsequent activities, children will be asked to do research on specific archaeological finds. In these activities it is intended only that they explore generally the kinds of questions archaeologists ask.

Pages 102-105

For many years scholars have accepted as fact the voyage of Leif Ericson to the New World at about 1002 A.D. What was in dispute, however, was exactly where the Viking explorer landed.

Various locations along the eastern shoreline of Canada and the United States have been suggested by scholars and archaeologists, but none of the theories offered convincing proof until Helge Ingstad, a Norwegian explorer, found ruins of a thousand-year-old Viking settlement near L'Anse au Meadow in northern Newfoundland. Their authenticity has so far gone unchallenged.

1. The two kinds of evidence are the physical evidence at the site and the description from the Flatey Book.

Page 105

1. All living things receive a set amount of radioactive carbon — Carbon 14 — from the atmosphere. When a plant or animal dies, the amount of Carbon 14 decreases at a known rate. By measuring the amount of Carbon 14 in an artifact made of material that was once living, for example, wood or bone, scientists can set an approximate date for the artifact.
2. (a). A philologist is someone who studies written records such as literary texts to determine their meanings and authenticity; a linguist.
2. (b). herpetologist — one who studies reptiles

Page 107

These activities can be abbreviated or expanded depending on the students' knowledge of library procedures. In using the card catalogue, point out that one must be able to distinguish between fiction and nonfiction. To help students keep the distinction in mind, encourage them to suggest titles of books they have recently read and then indicate whether they are fiction or nonfiction.

If possible have duplicates of subject, title, and author cards from the library most familiar to the students; cards may differ in different libraries.

Page 110

In this culminating activity, children are required to apply a variety of research skills.

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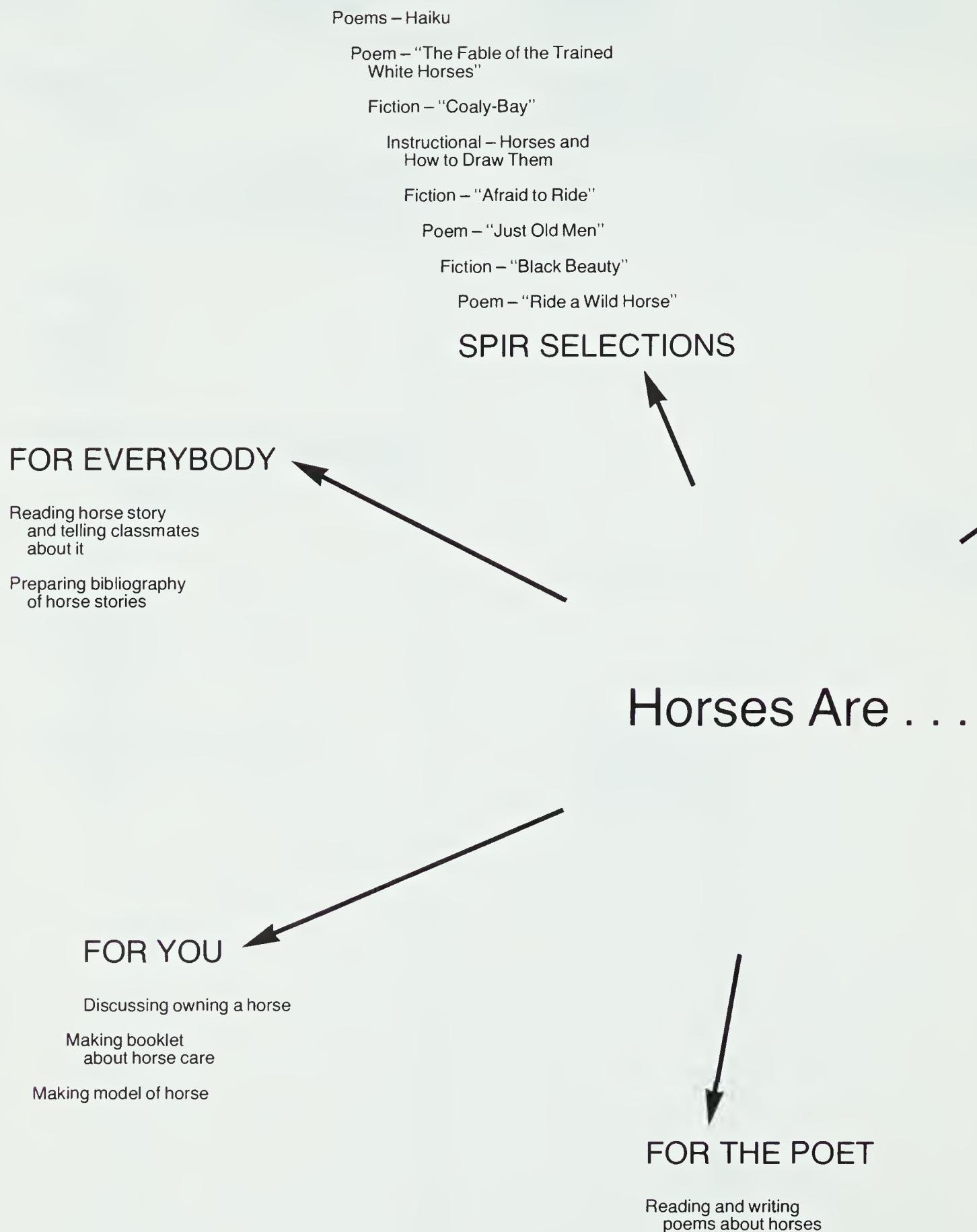
STARTING POINTS

Learning Objectives in

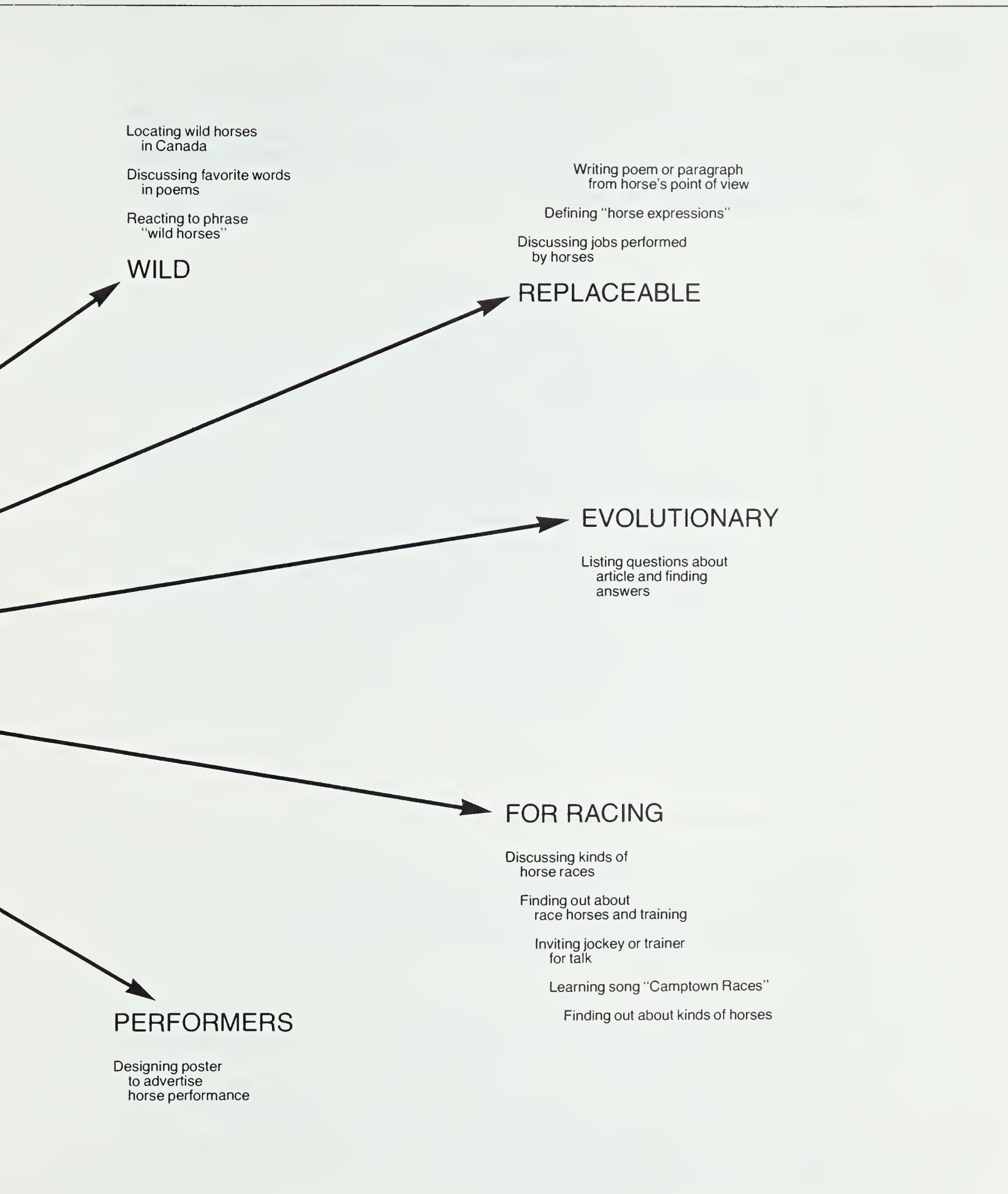
| | Talking Listening | Moving Acting | Valuing |
|---------------|---|--------------------------|--|
| Pages 114-115 | Reacting to phrase "wild horses" | | |
| Pages 116-117 | Discussing work performed by horses Conjecturing on origin of expressions | | Expressing opinions about horses versus machines |
| Pages 118-119 | | | |
| Pages 120-121 | Interpreting photographs Discussing race horses Listening to expert related to horses | | |
| Pages 122-123 | | | |
| Pages 124-125 | | | |
| Pages 126-127 | Talking about owning horses | | Showing concern for animals |
| Pages 128-129 | Telling about listening to classmates' reactions to horse stories read | | |

IN LANGUAGE
"Horses Are . . ."

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|--|---|--|---|
| Writing poem or paragraph from horse's point of view Designing poster for performance Writing poem about horse | Discussing favorite phrases in poem Discussing feelings created by poem Appreciating poems Developing familiarity with excerpts from classics like <i>Black Beauty</i> and <i>My Friend Flicka</i> | Understanding idiomatic expressions about horses Illustrates idiomatic expression Interpreting phrases in song Defining kinds of horses | Locating information on wild horses in Canada Reading informational article Listing questions related to articles and finding answers Categorizing kinds of horses |
| | | | Making booklet on care of horse Making model of a horse Organizing a bibliography of horse stories |



of Activities"



Horses Are...

Overview of Theme

This theme is a collection of mini-themes about horses and what horses are — wild, replaceable, evolutionary, for racing, performers, for the poet, for you, for everybody. Starting points include a factual excerpt about wild horses, photographs of horses in days past, an article about the origins of the horse, a song, a poster, poems, and short story excerpts. Suggested activities have been kept to a minimum to encourage children to create their own activities and to do independent research.

Notes on Activities

Page 115

1. Most of the horses that we consider “wild” are not really wild horses; their ancestors were once domesticated horses that escaped and returned to an untamed state. The only true wild horse living today is a small, shaggy horse found on the plains and deserts of Mongolia and eastern Turkestan. In Canada, “wild horses” can be found in southern Alberta.
2. Encourage children to talk about lines they especially like in the poem.
3. This activity might be the starting point for children who would like to do independent research on the topic of wild horses. Point out that in addition to reference books, fictional items such as poems and stories can also provide factual information on a topic. Ask what information the poem gives about wild horses that the encyclopedia excerpt does not.

Page 116

Discuss with the students the meaning of the word “replaceable.” What methods of transportation have replaced the horses shown in the photographs? For what kinds of jobs are horses used today?

1. The pictures will give students some information on how horses were once used — to pull the plow for the farmer, to pull the wagon to deliver goods, to pull a carriage for a pleasure ride. Horses were also used to pull fire engines, streetcars, police cars. As an additional activity, children could find out about different kinds of workhorses, such as the Percheron, Clydesdale, Shire, and Belgian.
3. (b). Other horse expressions are: *a horse on one; back the wrong horse; horse around; horse of another color.*

Page 118

Discuss the meaning of the word “evolutionary.”

Page 119

Children should sometimes be given opportunities to decide on their own research topics. The listing of questions should be done as a whole-group or small-group activity so that you can make sure that topics chosen are neither too broad nor too narrow in range. Remind students to use more than one source when doing research. If necessary, review Research Guide, Outline, Written Report in the Handbook.

Page 121

1. Thoroughbred racing is shown in the photograph on page 120. In this kind of racing the horse gallops or runs. Harness racing is shown in the photograph on page 121. In this kind of racing the horse trots or paces as it pulls a sulky or cart in which the driver sits.
2. Some children may wish to learn more of the songs written by Stephen Foster. The expression “I go back home with a pocketful of tin” probably means that the person bet money on the races and lost and is left with some coins that are worth very little.
3. The lists could be categorized under the heading “Sex of Horses” and “Horse Markings.” As additional activities, students might choose to write reports on one or more of the horses listed; others might choose to draw selected horses.

Page 123

Students who choose to design a poster might refer to Advertisement in the Handbook.

Page 125

A group of students might choose to make a collection of poems about horses. Newspaper and magazine pictures of horses could be used to illustrate the collection.

Page 127

2. One group of students might choose to find out about the care of horses and to present this information in a booklet.

Page 129

1-2. As a culminating activity, children share favorite horse stories and prepare a class bibliography.

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STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing | |
|---------|--|---|---|--|
| 130-131 | Expressing opinion about advice column replies Discussing different ways to solve problems Listening to people on open-line telephone show | Acting out open-line telephone show | Evaluating helpfulness of advice columnist Agreeing or disagreeing with replies to letters Discussing value of advice columnists | |
| 132-133 | Relating brother-sister problem in cartoon to self Discussing other problems between Linus and Lucy Deciding preference for position in family Talking about being only child in family Discussing child-parent problems Defining Bill of Rights Comparing and discussing ideas for Bill of Rights with other groups | Acting out child-parent problems to show two points of view | Expressing and supporting opinion about cartoon character's actions Discussing roles of older and younger siblings Talking about contents of Bill of Rights | |
| 134-135 | Understanding character's feelings Discussing ways to help "new kid"; talking about do's and don'ts for "new kid" | | Expressing opinion about character's feelings | |
| 136-137 | Expressing and supporting opinion about advice in column Interpreting and discussing collage Listening to classmates' definitions of friend Listening to classmates' interpretation of student's collage | | Agreeing or disagreeing with statements about friends | |
| 138-139 | Discussing character in story excerpt Talking about writing style in diary entries Expressing reasons for keeping a diary | | Determining whether character would be good friend | |
| 140-143 | Noting work of children in photograph Discussing personal work (job) situations Listening to classmates' ideas about job handbook information Having Panel Discussion about allowances Considering volunteer work in community | Acting out job interview | Working in groups to list job situations Evaluating own skills and relating to job situation Evaluating questionnaire from story Drawing conclusions about allowances following Panel Discussion | |
| 144-145 | Perceiving problem of children in pictures; Inferring causes of problems | | Determining ways to solve problems | |

IN LANGUAGE

"Dear Puzzled"

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|--|---|--|---|
| Writing letters of advice in reply to classmates' problems | | Defining "advice" | |
| Redrawing last three cartoon frames to show different solution to problem Writing letter from Linus's point of view complaining about sister | Reading and understanding "Peanuts" cartoon | Thinking about words to describe Lucy's personality | Locating examples of Bills of Rights Listing ideas for Bill of Rights for children |
| Writing ending for story excerpt | Reading story excerpt written by student | | |
| | | Defining "friend" Discussing different ways of expressing ideas | Making collage |
| Keeping a diary at school | Noting differences in life styles of children in different time periods — excerpt from <i>The Real Diary of a Real Boy</i> Selecting humorous parts in selection | Noting writing style diary entries | |
| Making up card to advertise self for a specific job situation Making up questionnaire to determine services needed in neighborhood Writing handbook of job do's and don'ts | Reading questionnaire from Henry Reed's <i>Baby-Sitting Service</i> | | Listing job situations suitable for age group and noting skills and responsibilities Surveying people in neighborhood about services required Organizing results of survey Setting up Help Wanted Bulletin Board |

Fable – "The Lion and the Mouse"

News article – "My Son's Hugs
Are a Private Affair"

Fiction – "My Brother Stevie"

Photo Study – "Sports"

Fiction – "The Watchers"

Poem – "My Sister"

Fiction – "Freaky Friday"

Poem – "The Row"

SPIR SELECTIONS

PHOTO STUDIES

Inferring problem
situations in photos

Suggesting solutions
to problems

Dear Puzzled

EMPLOYMENT

Talking about jobs performed by
people in photos

Listing jobs available
to young people

Designing card advertising self
for a job

Making up questionnaire
about neighborhood
services required

Posting jobs on Help
Wanted board

Making up Handbook of Do's
and Don'ts for jobs

Acting out job interview

Having panel discussion
about allowances

Discussing disposal of
allowance

Talking about community
volunteer work

of Activities"

Acting out open-line show

Answering letters as advice columnist

Talking about ways to solve problems

Discussing newspaper advice column letters

SOLVING PERSONAL PROBLEMS

Acting out parent-children problem situations

Writing Bill of Rights for children

Talking about parent-children problems

Advantages and disadvantages of only child

Discussing positions of children in family

Writing letter from point of view of cartoon character

Adding different ending to cartoon

Discussing brother-sister problems related to cartoon

FAMILY PROBLEMS

"NEW KID AT SCHOOL"

Discussing reaction of story character

Talking about ways to help "new kid"

Writing ending for story excerpt

FRIENDS

Reacting to advice column

Discussing friendship

Noting main idea of collage

Making collage to express feelings about topic

Talking about different ways of expressing ideas

PROBLEMS LONG AGO

Discussing reading excerpt from *The Real Diary of a Real Boy*

Keeping diary at school

Dear Puzzled

Overview of Theme

Human values are explored in this theme about boys and girls, the problems they encounter, and the ways in which those problems can be resolved. The initial selection of "Dear Henry" letters introduces a discussion on sources of help for solving problems. Role-playing activities encourage students to understand typical family situations from the parents' point of view. A student-written story is the starting point for considering the feelings of a "new kid" in school. The concept of friendship is explored — what a friend is, feelings about friends. The theme of relationships with others is continued as students discuss looking for jobs, being interviewed for jobs. Throughout the theme students are required to write letters, diary entries, questionnaires, advertisements for jobs.

Notes on Activities

Page 131

Since one of the objectives in a theme such as this is to have children clarify their own values, every opportunity should be taken to have them relate the topic being discussed to their own lives. As an ongoing activity throughout the theme, children might be asked to keep personal records of what they have learned. For example, after a discussion about brother-and-sister conflicts, a student might write "I have learned that I should be more patient with my younger brother."

1. Encourage children to talk about similar situations in which they have found themselves. Have they ever felt that their parents "spanked them for nothing"? When did they not receive something they wanted?
5. A person who has a problem may be able to put that problem in better perspective if he or she has an opportunity to discuss it with someone. Ask students how they feel if they have a problem and must keep it to themselves; how do they feel if they can share the problem.
6. Since letter writing is a major language activity in this theme, you might want to review Friendly Letter in the Handbook. Take the opportunity also to point out the need for correct punctuation in material that is to be read by others.

Pages 132-133

1. Young people often have "problems" with their brothers and sisters. The Peanuts cartoon is a starting point for them to talk generally about brother-and-sister conflicts and specifically about their own sibling problems.

Page 133

1. The children might work in small groups to make lists of things they and their parents disagree about. The lists could be shared and the most common problems could then be discussed.
2. Role-playing is probably the best way for a child to "stand in another's shoes." If children have difficulty in acting out spontaneously, suggest they first make notes of their "arguments."

Page 135

- 1-3. Children are often plunged into new and sometimes frightening situations. Being a "new kid" in school is one such situation. Encourage children to talk about situations in which they have felt alone. What helped them to overcome their feelings of loneliness?

Page 136

- 1-5. The sequence of activities enables children to share their ideas about friendship, to arrive at a definition of friendship, to illustrate friendship in a collage, and, finally, to make their own choices about ways in which to express their personal feelings about friendship.

Page 139

6. Talk about the advantages of keeping a diary. Suggest that a diary can be useful to the writer because it provides an outlet for expressing feelings instead of keeping them "bottled up inside."

Pages 140-143

At this age students are often interested in doing jobs after school and on weekends and holidays. Activities can be amended depending on the maturity of the students and the availability of jobs in the neighborhood.

Page 145

As a culminating activity students now have the opportunity to decide what problems are being illustrated, and to suggest ways of solving them.

If students wish, they might share all or part of their personal record of what they have learned.

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STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing |
|---------|--|---|--|
| 146-147 | Reacting to ads Noting where ads occur Discussing verbal alternatives to ad visual Determining purposes of ads | | Deciding whether ad influences you to buy product |
| 148-149 | Conjecturing about situation related to reading material Recognizing where different commercials are used today Listening to radio and TV commercials Analyzing commercials Relating advertising methods in article to TV and radio | Acting out TV commercial | Drawing conclusion about comparative effectiveness of radio and TV ads |
| 150-151 | Expressing opinion about character's reaction to jingle Stating preference for musical or non-musical commercials Taping and listening to jingles Listening to classmate's jingle | | Working in groups |
| 152-153 | Discussing reasons for symbols in ads Locating slogan in ad Talking about effectiveness of slogans Noting characteristics of good slogans | | |
| 154-155 | Inferring reason for cartoon characters on cereal boxes Discussing ways manufacturers draw attention to their products Talking about favorite cereal and comparing costs Listening to classmates' experiences with deceptive advertising Discussing ways to solve writer's problem | | Deciding which of two cereals to buy Drawing conclusions about cereal costs and packaging |
| 156-157 | Interpreting ad offering free stamps Observing different print sizes in ad Speculating on reason for different print sizes | | Making conclusions about implications in ads Working with partner |
| 158-162 | Listening to story from "How Beautiful with Mud" Talking about beauty products Speculating on own reaction to ad | Dramatizing scenes to show family reactions | Inferring character's reaction to expression |
| 163 | Inferring problems in cartoons Inventing product to solve problem | | |

IN LANGUAGE
“What’s in a Word?”

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|---|---|--|---|
| Writing TV or radio ad | Reading about advertising practices in ancient market place | | Listing similarities and differences between radio and TV commercials Planning and conducting survey of schoolmates Analyzing results of survey Comparing survey results with other groups |
| Adding last line to jingle Writing jingle | Reading cartoon Differentiating between modern and old jingles | | Listing TV and radio jingles Determining characteristics of good jingle Comparing results with other groups |
| Designing poster, button, or bumper sticker | Reading news article and inferring writer's reaction to situation | Defining "symbol" in ads Making up slogans Discussing meaning of deceptive advertising | Recording and categorizing advertising symbols known Making montage of advertising symbols Collecting different cereal boxes Determining percentage of free prizes in boxes Visiting supermarket to collect information about cereals Figuring comparative costs of cereals Charting results of costs |
| Rewriting "purr" expressions as "growl" expressions and illustrating one Writing "purr" and "growl" ads for object | Reading and understanding ad offering free stamps | Noting and discussing meaning of specific phrases Locating "loaded language" in ads Discussing impact of phrases in bike ad Perceiving difference between "purr" and "growl" words Recognizing "purr" expressions in sentences | Collecting newspaper and magazine ads |
| Showing own definition of beauty in poem, paragraph, or picture Writing captions for pictures Writing letter of complaint Preparing ad for new product | Understanding and appreciating selection from "How Beautiful with Mud" Drawing pictures to show interpretation of character's appearance | Interpreting expression "Beauty is in the eye of the beholder" Defining "beauty" Understanding and locating figurative expressions in story Discussing words to describe product | |

Nonfiction – from *Canajan, eh?*

Poems – Words Can Create a Picture

Poems – Words Can Make You Laugh

Cartoon – Nancy

Fiction – "Elbow Grease"

Poems – Words Can Create a Mood

Fiction – from *Harriet the Spy*

Poem – "How to Eat a Poem"

SPIR SELECTIONS

FINAL ACTIVITY

Discussing problem situations
in cartoons

Inventing product to solve
problem in cartoon

Making ad for product

LITERATURE

Reading story excerpt from
"How Beautiful with Mud"

Discussing beauty products

Talking about expression
"Beauty is in the eye of
the beholder"

Defining beauty in words
and/or art

Illustrating story situations;
writing captions

Locating and discussing colorful
or figurative language in
story

Acting out scenes between
Hildegard and family

Discussing personal reactions
to ad in story

Writing letter of complaint
about product

What's in a Word?

INTERPRETING ADS

Reading and understanding
ads that promise free
products: noting different
print sizes; "loaded
language"

Collecting and studying ads

Discussing connotations of
words in ads – "purr"
words and "growl" words

Noting purr words in
sentences

Writing purr and growl version
of ad

Illustrating sentence

Rewriting sentences using
growl words

of Activities”

Talking about purposes
of ads

Evaluating billboard

Reacting to ads in
book

Discussing newspaper,
billboard, and other ads

FORMS OF ADVERTISING

Conducting survey of opinions
about TV commercials; tabulating
results

Making radio or TV ads

Evaluating effectiveness of radio
and TV commercials

Comparing radio and TV commercials

Relating advertising methods of
past to today

Reacting to reading selection

ADVERTISING METHODS – PAST AND PRESENT

JINGLES

Discussing effect of
musical commercials

Listing jingles

Listening to jingles; listing
characteristics of good
jingle; comparing lists

Comparing old and new jingle

Writing jingles

Testing effectiveness
of jingles

SYMBOLS AND SLOGANS

Defining symbols

Listing and grouping
symbols

Designing montage
of symbols

Noting and discussing
characteristics of
slogans

Making up slogans

Designing poster, button,
or bumper sticker

GIMMICKS

Discussing packaging
of cereals

Comparing costs of
cereals; graphing
results; making
judgment about costs

Talking about deceptive
advertising; relating
similar sentences;
suggesting solutions

What's in a Word

Overview of Theme

The power of words and the use of words in advertising is the focus in this language theme. A general introduction to advertising is followed by a look at advertising practices long ago. In the related activities students compare past methods of advertising with advertising techniques today, compare radio with television commercials, and plan a radio or television commercial. A cartoon is the starting point for activities about jingles. The topic of consumer education is introduced in activities that require students to compare prices, read the fine print in advertisements and explore "loaded" language.

Notes on Activities

Page 147

5. If possible, augment the photographs on these pages by bringing to class a variety of advertising pieces. Have children discuss the various kinds of advertising they see — television commercials, newspaper advertising, posters, billboards. All children will be familiar with advertising that sells products, for example, foods and cleaning supplies. They may not realize that advertising can also be used to sell services, for example, telephone services and facilities. Point out that some organizations use advertising and posters to display messages, as in the case of the CN Police poster. Some signs, such as the "Have a Nice Day..." billboard, do not sell products or services, though they may be provided by an organization that does sell products or services.
2. (a). Display advertising is practiced in most stores and in magazine advertising. (b) Today children would see most examples of action commercials on television. (c) Hawkers, or peddlers, can be seen tending barrows or carts in marketplaces. (d) "Grabbers" are seen less in today's urban areas; they are more likely to be found in open marketplaces or outside small stores.
3. Generally, radio commercials use product names more frequently; music is often used to heighten interest and suspense. Students might also include magazine advertising in their comparative study. Ask them to consider what kinds of advertising are more likely to be found in magazines. One major difference is that magazine advertising can include more reading text and thus more information.
5. Display advertising and action commercial techniques would work well on television. A hawking approach can be used on television and on radio advertising.

Point out that in addition to the differences in the media used — radio, television, magazines and newspapers — advertisements and commercials can be classified by the way in which they are designed to appeal to the listener or reader. For example, the hawker long ago appealed to a person's desire to have good health. Other types of appeal are: the expert appeal — the advertisement uses someone who is considered an expert in the field, for example, a champion golfer might advertise a certain brand of golf balls; the famous people appeal — the advertisement uses someone who is well known to say that he or she uses the particular product; the statistical appeal — the advertisement suggests that a certain number of people use the product, for example, the advertiser might state that two out of every three people surveyed prefer a certain brand of toothpaste.

Encourage children to understand that some kinds of advertising can be misleading, for example, no advertiser can guarantee a buyer of his product perfect health.

Page 152

1. (b). Encourage students to appreciate that most slogans are short, not more than ten words. The words are carefully chosen so that people will remember them. Often they contain words that rhyme or that are alliterative.

Page 156

- 1-3. Children will realize that the “free” stamps are not really free since to obtain them one must be prepared to buy three packages at a cost of 75¢ each (50¢ plus 25¢ for postage and handling. Explain to students that all advertising offers should be read very carefully.
2. Discuss with the children the idea that certain words can influence people to feel certain ways. A thin woman would be more pleased to be described as *slender* than *scrawny*. A boy who likes to tell stories might like to be told that he is *imaginative*; he might not like to be told that he is a *liar*. Talk about situations in which it is necessary to think carefully about one’s choice of words. For example, a good friend buys a new dress in a color you dislike. Would you say, “I hate that color”? Or, “I like the style of your dress”? Point out that just as we can use words to influence or persuade others, so can others — advertisers, for example, use them to influence our thinking.

Page 162

1. Ask the students what kind of appeal the advertiser of Beauty Clay had used.

Page 163

In the culminating activities, encourage students to make use of what they have learned about advertising. What form of media would be most appropriate? What kind of appeal should the advertising use? What “purr” words will influence the listener or reader?

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STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing |
|---------------|--|--|--|
| 164-165 | Describing car race Listening to descriptions of car races Noting kinds of races and famous racing car drivers | | Sharing reading material about cars |
| 166-167 | Choosing favorite car from pictures Listening to questions and answers in game of "20 Questions" | | |
| 168-169 | Discussing reactions of characters in excerpt from <i>The Story of Canadian Roads</i> Talking about old Motor Vehicle rules | | Expressing opinion about owning car long ago |
| 170-173 | Defining soap box derby Inferring reasons for name of vehicle and starting places for race Determining materials used for race in photos Inferring purpose of parts of racer in photo Listening to invited speaker talk about car racing | | Comparing your reaction to story situation to that of story character |
| 174-175 | Interpreting cartoon Understanding symbols and legend on road map Planning route on road map | | |
| 176-177 | Listening to members of group in dramatization | Acting out scene from "The Trip to Uncle's" Working in groups to plan and dramatize similar scene | |
| 178-179 | Interpreting accident photo Discussing car accident Describing car accident witnessed Talking about wearing seat belts Finding out about safety devices required by law Discussing safety device to invent | | Making judgment about value of seat belts Expressing and supporting opinion about seat belt law |
| Pages 180-181 | Considering pollution created by cars and ways to solve problem Noting disadvantages of cars in articles | Acting out scene to convince someone to buy a new kind of car | Drawing conclusion about buying Wally Wagon Discussing effects of cars on society and own life |

IN LANGUAGE
"Highways and Byways"

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|--|--|--|--|
| Writing story about car race | | Describing sight and sounds of car race | Making picture or model of racing car Drawing diagram of racing car Classifying cars in pictures |
| Writing replies to ride offers Drawing cartoon about meeting between horse and car | | | Making up list of driving rules for today |
| Writing on-the-spot commentary about race | Reading story "Soap Box Derby" Discussing character's reactions | Noting words to describe story character | Experimenting to note effects of steepness of hill on speed of car Graphing results of experiment Drawing conclusions from graph results |
| Explaining how to get from one place to another | | | Planning trip and marking route on map Integrating with math—relating speed and distance, speed and gas consumption |
| Listing arguments for and against wearing seat belts Noting car safety devices and their uses Writing class letter to car manufacturer to explain ideas for safety devices | Reading newspaper articles | | Conducting survey about car safety devices Determining car with most safety devices |
| | | | Finding out about steam and battery-powered cars |

Poem – "The City and the Trucks"
Fiction – "Spit Nolan"
Autobiography – "Foolish Carriage"
Poem – "The Meeting"
Photo Study – The Horseless Carriage
Poem – "Broadway Twilight"

SPIR SELECTIONS

CARS OF THE FUTURE

Talking about car pollution
Discussing solutions in news articles
Finding out about steam and battery-powered cars
Acting out scene to convince people of merits of new car
Discussing effects of automobile on our lives

Highways and Byways

AUTO SAFETY

Talking about accident in picture
Discussing causes of accidents and prevention
Describing accident scene
Wearing seat belts – noting different points of view
Expressing opinion about seat belt law
Finding out about other car safety devices
Relating safety devices to makes of cars
Inventing safety device; selling idea to manufacturer

ACTING

Acting out play
Preparing and performing scene related to play

of Activities"

Collecting books and magazines about cars

Drawing diagram of car

Making picture or model of car

Writing story about car race

Talking about kinds of races and famous racers

Discussing car races seen

Listing words to describe sights and sounds at car races

CAR RACES

Classifying cars

Playing "20 Questions"

Selecting favorite car

KINDS OF CARS

EARLY AUTOMOBILE TRAVEL

Discussing reading selection

Expressing opinion about owning car long ago

Writing sentences to describe reactions to rides on different modes of transportation

Drawing cartoon about meeting of car and horse

Discussing old highway rules

Making up driving rules for today

SOAP BOX DERBY

Talking about soap box derbies

Discussing materials needed for vehicle

Reading story about soap box derby; discussing story

Writing on-the-spot commentary about race

Performing experiment about steepness of hill; graphing results; drawing conclusions

Inviting mechanic or car racer to visit

READING ROAD MAP

Reacting to cartoon

Understanding map legend.

Planning auto routes

Writing explanations for routes

Planning trip – marking route on map; relating speed to location

Computing amount of gas needed and marking refueling stops

Highways and Byways

Overview of Theme

Racing cars, old cars, soap box racers, cars of the future are featured in this social studies theme. As in all themes, the opening activities immediately involve the students by encouraging them to share their information and ideas about racing cars. Photographs of different cars are a starting point for classification activities. A description of an unusual riding experience leads children to make up their own list of driving rules. The major reading selection is about a boy's feelings during a soap box derby. A cartoon and map provide opportunities for map reading activities. The theme concludes with a look at some cars of the future and the car and pollution.

Notes on Activities

Page 165

- 2-3. Students are encouraged to share their experiences with their classmates. Most students — even those who are usually less able in oral language situations — will be able to contribute to the discussion.
4. Before children begin the story-writing activity, take time to talk about and make up descriptive phrases such as those in Question 1. Have children expand basic noun-verb sentences by adding single adjectives and adverbs, adjectival and adverbial phrases. See Notes on Sentence Building in *Mostly Writing* in this guidebook.

Review the check list for story writing suggested in the theme "Take Me Out to the Ball Game."

- 5-7. The students could choose to do one or more of these activities, depending on their interests. They might work independently, in pairs, or in small groups. Models, diagrams, pictures, and reading materials might be displayed at a "Highways and Byways" learning center.

Page 166

1. As in any activity in which children express opinions, they are asked to give supporting reasons.
- 2-3. The ability to classify and categorize is a basic thinking skill required by children at all grade levels. The information obtained in these activities could be transferred to a chart and displayed at the center.

Page 169

1. Since the excerpt from *The Story of Canadian Roads* contains some difficult words, you might first read it to the students. Tell them that the account you are going to read gives information about early car driving and that they should listen carefully. Discuss the meanings of some of the words — *incident*, *fractious*, *resumed*, *premature*, *patriarch*, *ejaculated*, *encountered*. Emphasize the importance of context in deciding on the meaning of a new word.

To expand the activity suggest that children interview their grandparents and other older people to find out what their reactions were to the first cars they saw.

3. Although most children at this level will be capable of writing several-paragraph stories and reports, there is still value in having them sometimes concentrate on the writing of sentences. These activities provide opportunities for a review of the different kinds of sentences, the punctuation of sentences, and the structure of sentences. See Notes on Sentence Building in *Mostly Writing* in this guidebook.
- 5-6. A discussion about the need for rules of the road will help develop an awareness of the responsibilities of a vehicle driver.

Pages 171-174

Many children will have participated in soap box derbys. Allow them to share their experiences. The story excerpt and photographs feature children close to the students' ages.

Page 174

1. Promote a discussion about the story excerpt. How many children feel Jack should have spoken to the judge? How many children feel Jack should not have said anything? What do they feel Jim should have done? What is meant by the term "good sportsmanship"?
2. Have children study the map legend before answering these questions. If children have had little experience in working with road maps, introduce the activity by working with a road map of the neighborhood.
3. The ability to give understandable directions is an important language skill, both in talking and writing. Before children commence the activity, have them draw up a list of rules for giving directions. For example:
 1. Select the simplest directions for the other person to follow.
 2. Make sure the directions are in sequence. Use words such as *first, second, third, and last*.
 3. Give the other person a landmark, for example, the description of a prominent building or the name of a street he should be on.
 4. Use the words *right and left*, rather than *north and south*.

Again, if children have little experience in working with road maps, have them use a neighborhood road map to give directions. Responding to directions is an important listening skill. Provide a listener who will repeat or demonstrate the directions given.

To expand the activity, point out that in explaining how to do something the speaker must also be careful to give directions in proper order. Have children take turns to explain such topics as: How to paint a chair; How to wash a dog; How to tie shoelaces; How to make an ice-cream soda.

Page 177

- 2 (a) and (b). Props should be kept to a minimum so that students can concentrate on their words and actions. See *Mostly Acting* in this guidebook.
- 2 (d). Although some ideas for characters are suggested, students should feel free to choose characters of their own.

Page 179

2. After the students have had time to list the arguments, allow them to discuss the topic. Remind them that opinions are not facts but that opinions should be supported by facts. Has the writer of each letter supported his opinion with facts? Are the facts relevant? Are there facts that the writers could have included to support their arguments?
- 4-6. If possible have small groups of children obtain information from local car dealers or have persons from the dealerships visit the classrooms. For information on provincial safety requirements, get in touch with the government office responsible for motor vehicles. Obtain from car dealers single copies of advertising brochures; these give information on safety devices such as retractable bumpers, collapsible steering columns, etc.

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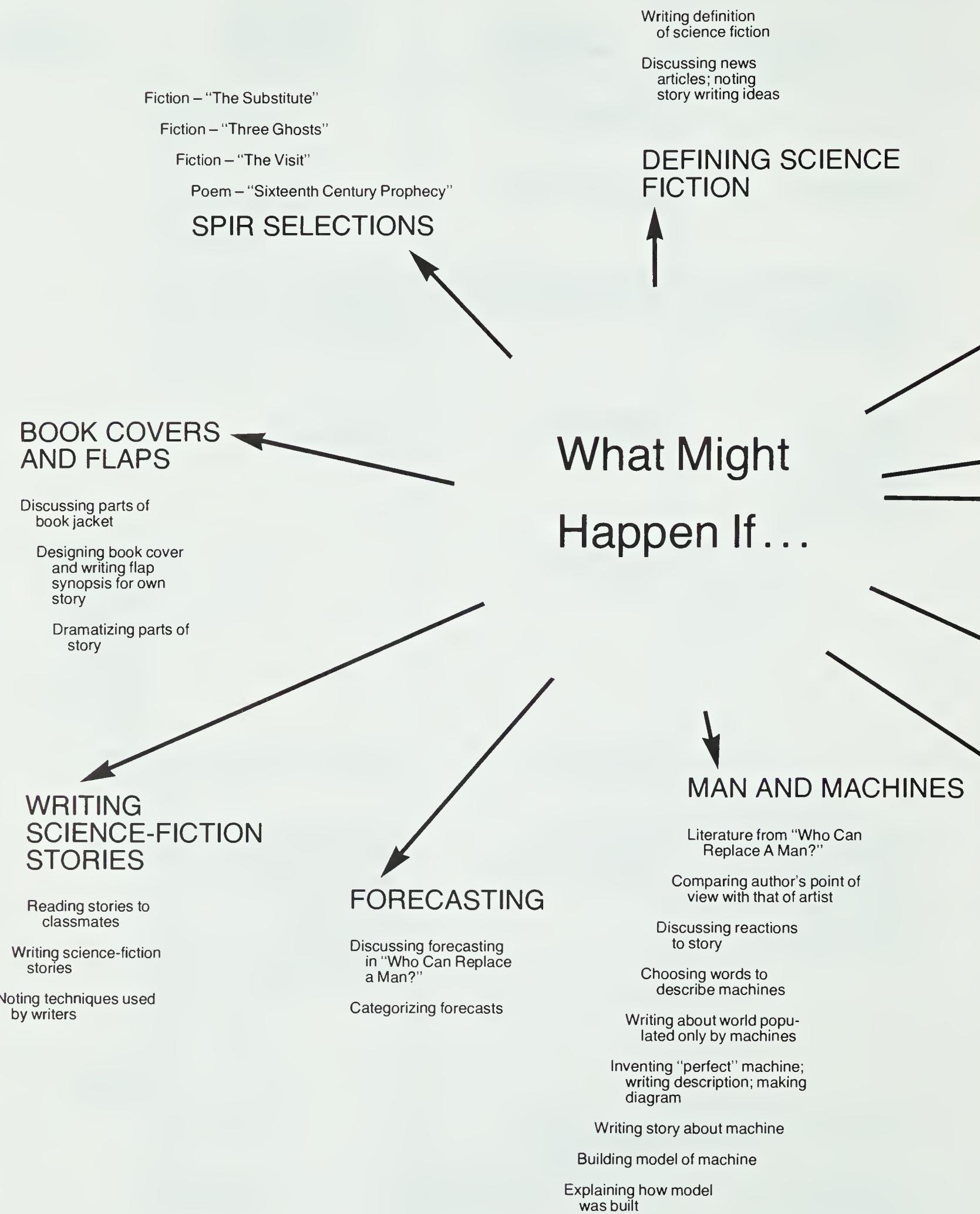
STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing |
|---------|--|---|--|
| 182-183 | Discussing science-fiction story ideas Defining science fiction | | |
| 184-185 | Determining cartoonist's speculations about space travel Comparing speculations to actual events | | |
| 186-187 | Listening to excerpt from radio play version of <i>War of the Worlds</i> Relating character's reaction to self Listening to classmate's paragraph about monster | Interpreting sentences from play Acting out radio play | Sharing art work with classmates Appraising paragraph written by classmate |
| 188-189 | | | |
| 190-193 | Speculating on reason for having numbers for last name Talking to parents about being "numberized" | | Expressing and supporting opinion about living in Surreal Evaluating use of numbers for last name |
| 194 | Discussing picture Speculating about reason for artist's content | | Drawing conclusion about picture |
| 195-202 | Discerning author's meaning in story Comparing author's and photographer's points of view about future Discussing own reactions to story incidents Talking about situations in which men might react in same way as machines in story | | Expressing opinion about statement made by story character |
| 203 | Noting forecasting in "Who Can Replace a Man" | | |
| 204-205 | Listening to classmates' science-fiction stories | | Evaluating classmates' stories |
| 206-207 | Discussing book cover, title, and flap synopsis of story | Dramatizing parts of own science-fiction story | |

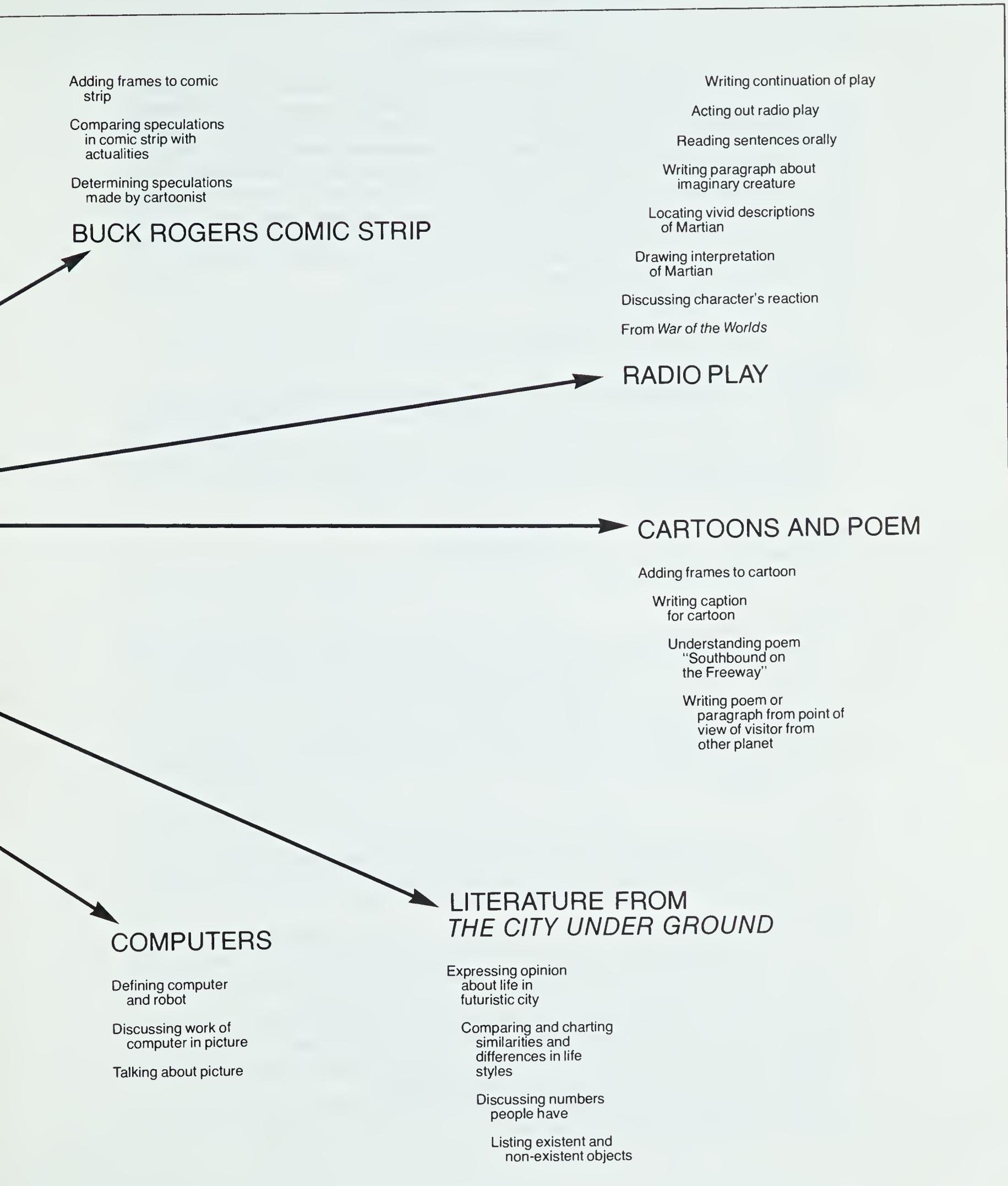
IN LANGUAGE

"What Might Happen If . . ."

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|---|---|--|--|
| Adding frames to comic strip Interpreting character in art work Writing paragraph about monster Writing continuation of play | Reading news articles and headlines Reading "Buck Rogers" comic strip Understanding reading selection from <i>War of the Worlds</i> | Locating vivid descriptions of monster in play Listing words to describe monster | |
| Adding frames to cartoon Writing caption for cartoon Writing poem or paragraph from point of view of alien on Earth | Interpreting poem "Southbound on the Freeway" Reading excerpt from <i>The City Under Ground</i> | Noting descriptive language in poem | Comparing story character's life style with own and organizing in chart form Listing different kinds of numbers people have Noting existing objects that didn't exist long ago and won't exist in future |
| Writing paragraph to describe "machine world" Describing "perfect" machine Building model of "perfect" machine; explaining how it was built | Reading and interpreting picture Appreciating and discussing excerpt from "Who Can Replace a Man" | Defining computer and robot Choosing words to describe "healthy" machines in story Noting meaning of listed words Locating incidents in story relating to selected words Adding words to list to describe machines | Listing jobs of computer |
| Writing science-fiction story Designing book cover and writing flap synopsis for own story | Discussing writing techniques used in selections in unit | | Matching forecasts with kinds of forecasts |



of Activities"



What Might Happen If...

Overview of Theme

Science fiction is the focus of this literature theme. Newspaper headlines and articles lead to a discussion of what science fiction is and when science fiction becomes scientific fact. This concept of science fiction is further explored in activities based on a “Buck Rogers” cartoon. An expert from the radio play *War of the Worlds* by H. G. Wells is the starting point for a study of figurative language and creative writing activities. Cartoons and poem present another point of view — how creatures from outer space see life on Earth. Students read and talk about life in 3000 A.D. and about computers, robots, and a world run by machines. After being exposed to different elements of science-fiction writing, students then have the opportunity to write their own science-fiction stories, using material in the theme as starting points. Designing a book cover and writing a book-cover synopsis conclude the activities.

Notes on Activities

Page 183

Start the theme by having children discuss the science-fiction stories they have already read. Suggest that science-fiction writing conforms generally to three main types: (1) Travel in space or time, and interplanetary exploration. (2) Predictions of our planet's future. (3) Stories of fantasy in which the scientific aspect receives less emphasis. Point out that many of the stories in categories (1) and (2) are based on a scientific fact but that the writer projects ahead to suggest what might be a possible extension of that fact.

Page 185

The Buck Rogers cartoons is an excellent example of science writing fiction, some aspects of which have now become fact.

Page 187

3. Some vivid word pictures the students should note are: *two luminous disks; wriggling out of the shadow like a gray snake; as large as a bear; glistens like wet leather; eyes are black and gleam like a serpent*. Remind students that these phrases are examples of similes.
4. Discuss the various ways of writing vivid description —using similes and metaphors; building sentences by using groups of words to describe nouns and verbs.
5. Changes in intonation are clues to a person's feelings and emotions. The students might practice saying the same phrase to show different emotions — anger, surprise, horror, anxiety, fright.

Page 188

- 1-2. Students might choose to do one of these activities.
- 3-4. The poem “Southbound on the Freeway” and the discussion and writing activities encourage students to appreciate the idea of point of view.

Pages 190-193

This excerpt is from the novel *The City Under Ground* by Suzanne Martel. Surreal is based on the city of Montreal. The excerpt is of average reading difficulty. The next reading selection, an excerpt from *Who Can Replace a Man?*, is longer and more difficult. Depending on their reading ability, students might read only one of the selections.

2. For many children the use of a chart is an excellent way of organizing information. To expand the activity, children might write a report based on the notes in the chart.
3. Students will probably have many different responses to this question. Encourage them to express their ideas and accept answers that are reasonable.
4. Students will probably think of numbers such as social insurance numbers, credit card numbers, car licence numbers, and so forth.

Page 194

1. A computer is an electronic machine which, by means of stored instructions and information, performs rapid and often complex calculations. A robot is a manlike mechanical being built to do routine manual work. Have students refer back to the selection from *The City Under Ground* and find examples of functions performed by the computer and by robots.

Page 202

- 1-5. Give children time to react personally to the story before they answer the questions. Have them discuss the kind of science-fiction story Brian Aldiss has written. Is the story fantasy? Could the events he describes happen at some time in the future? Why or why not?

Page 203

The forecasting activities will serve to reinforce the idea that science fiction is often prediction based on scientific facts.

Page 204

- 1-3. At this point in the theme, students have read several types of science-fiction writing and have explored the concept of science fiction. As a culminating activity, students write their own science fiction using some of the techniques they have observed—detailed description, point of view, characterization, story ending, and so on. Review with students the basic structure and design of a good plot; (1) the introduction, (2) the rising action, (3) the climax, (4) the falling action, and (5) the conclusion.

Pages 206-207

- 1-3. Most students will be motivated to take care with the writing of their stories if they know they are to be presented to the class.

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STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing |
|---------|--|---|--|
| 208-209 | Relating personal experiences with fads Talking about wearing a barrel Considering comment to friend about hairdo | | Stating reasons for not following fad Deciding whether statement about hairdo is compliment |
| 210-211 | Interpreting Nipper's feelings about peer and parental influences Comparing Nipper's feelings to self Listening to others in group discussion Speculating about boy's reply in cartoon Talking about clothes discussions with parents Discussing changes to clothes budget | Acting out scene related to cartoon | Working in groups Discussing students' role in choosing own clothes Deciding how to spend clothes budget Deciding whether to buy quantity or quality |
| 212-213 | Discussing character's actions and motivations Expressing own reaction to story situation Relating behavior to dress | Dramatizing meeting of story characters | Assessing character's actions Determining whether statement is tactful |
| 214-215 | Noting fabrics in students' clothing Comparing use of symbols vs. use of words Determining advantages of color coding symbols Listening to classmates' answers Comparing care needed for different fabrics | | Comparing answers with classmates Expressing and supporting opinion about manufacturer's use of clothing care symbols Sharing experiment results with classmates Assessing suitability of materials for specific clothing |
| 216-218 | Comparing styles of long ago with styles of today Listening to excerpt from <i>Glengarry School Days</i> Describing own feelings about dressing up Discussing where and when to wear formal and informal clothing Listening to classmates' opinions about when to use careful language | | Expressing opinion about style of dress preferred Discussing appropriate school clothing |
| 219 | Discussing connotations | | |
| 220-221 | Talking about wearing fashions of the past Listening to invited speakers talk about fashions of the past | | |

IN LANGUAGE
“But Everyone’s Wearing It”

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|---|--|--|--|
| Adding dialogue to cartoon Making up title for cartoon | Reading and interpreting “Nipper” cartoon Enjoying excerpts from <i>Me and Fat Glenda</i> | Understanding meaning of statement about hairdo Noting words to describe cartoon characters’ feelings about new clothes | Listing clothing items to buy Categorizing clothing according to being fashionable and practical Finding costs of clothes in catalogues and newspaper ads |
| Deciphering clothing care symbols | | Defining <i>synthetic fabric</i> | Listing fabrics in clothing worn by students Noting synthetic fabrics Researching origins of fabrics Classifying fabrics into natural and synthetic fibres Experimenting with fabrics to determine care needed Recording experiment results |
| Rewriting formal language informally Making class dictionary of acceptable slang words | Appreciating excerpt from <i>Glengarry School Days</i> Interpreting characters’ feelings | Understanding meaning of words and phrases in story selection Noting formal language in story excerpt Assessing when language is used formally and informally Listing words and phrases appropriate in formal situations Discussing and noting slang words | Making up school clothing code |
| Making illustrated dictionary of fashions of the past | | Recognizing favorable unfavorable and neutral connotations Substituting synonyms Choosing words to describe belongings Replacing words in sentences to change connotation Making illustrated dictionary of fashions of the past | Bringing family photo albums to school |

- "There was a young man of Bengal"
- "An important young man of Quebec"
- Poems – "A charming old lady of Seattle"
- Fiction – from *Anne of Green Gables*
- Instructional – How to Tie-Dye
- Fairy Tale – "The Emperor's New Clothes"
- Informational – What's in a Name
- Fiction – "The Sneaker Crisis"
- Poem – "In My New Clothing"

SPIR SELECTIONS

FASHIONS OF THE PAST

- Talking about fashions in family photo albums
- Inviting people to talk about fashions of long ago
- Making illustrated dictionary of fashions of the past

CONNOTATIVE LANGUAGE

- Noting favorable, unfavorable, and neutral connotations in sentences
- Substituting synonyms in sentences
- Choosing words to describe personal belongings
- Substituting words in sentences to change connotation

But Everyone's Wearing It!

FORMAL AND INFORMAL LANGUAGE AND CLOTHING

- Comparing styles of long ago with today's styles
- Reading and discussing excerpt from *Glenarry School Days*
- Noting formal language in story and rewriting in today's informal speech
- Making up clothing code for school
- Discussing when and where to wear formal and informal clothing
- Talking about formal and informal language
- Noting slang words; making dictionary of slang words

of Activities"

Understanding meaning
of statement about hairdo

Talking about wearing
a barrel

Relating personal
experiences to fads

FUNCTIONAL AND DECORATIVE FASHION

Deciding how to spend
clothes budget

Discussing students' role
in buying own clothes

Acting out scene
related to cartoon

Talking about clothes
discussions with parents

Speculating about boy's reply
in cartoon

Adding dialogue to cartoon

Interpreting Nipper's feelings

Talking about events in
"Nipper" cartoon

PEER AND PARENTAL REACTIONS TO CLOTHING

CLOTHES AND BEHAVIOR

Reading excerpt from
Me and Fat Glenda

Discussing story situations

Acting out meeting of
two characters

Relating behavior to way
one is dressed

FABRICS AND THEIR CARE

Listing fabrics in clothes
worn by students

Discussing synthetic fabrics

Researching origins of fabrics

Collecting and classifying
synthetic and natural fabrics

Discussing clothing care symbols

Comparing care needed for
different fabrics

Expressing opinions about compulsory
use of clothing care symbols

Experimenting with fabrics to determine
care needed; recording observations

But Everyone's Wearing It!

Overview of Theme

This theme might be called fashion and fads. It begins with a discussion about functional and decorative clothing. Clothing fads, peer and parent influence in clothing selection, and budgeting are then explored. An excerpt from *Me and Fat Glenda* leads to a discussion on the effect of clothing on behavior. Research activities include the classification of natural and synthetic materials and the identification of clothing care symbols. The more formal clothing of long ago is seen in an excerpt from *Glengarry School Days* by Ralph Connor. The idea of formal and informal clothing leads naturally to a consideration of formal and informal language, appropriate and inappropriate language.

Notes on Activities

Page 209

1. The opening photographs should provoke student comment. Talk about the meaning of the title. When have they used the same expression? Why did they use it? What items of clothing do they wear because "everyone's wearing it"? What fads have they and their friends recently followed? Encourage them to think about activities they pursue after school, customs they practice, certain expressions they use constantly.
3. Have students look up the word *aesthetic* in the dictionary. What symbols are there for the word?

Learning how to respond appropriately in social situations is an important language skill. Role-playing is an excellent way for children to practice and develop this skill. Have students take turns to act out a situation in which a best friend appears with a hairdo similar to that in the illustration. Have them consider what they might say if they liked the hairdo. What might they say if they did not like the hairdo but did not wish to hurt the friend. Talk about the ways in which a person should respond to a compliment.

To expand the activity, have students role-play similar situations of their own choice.

Page 210

- 1-3. At this age children are very much influenced by their peers. These activities will give them an opportunity to clarify their feelings about their relationships with friends and parents.
4. As a follow-up activity students might work in groups and improvise the scenes in the comic strip.

Page 211

3. After discussing the fictional situation pictured in the cartoon, children are again encouraged to talk about their own relationships with parents.
4. As in the initial role-playing activities, have students take turns to act out the situations from different viewpoints — from the viewpoint of the child and that of the parent; from the viewpoint of the salesman and that of the customer; from the viewpoint of the boy and that of his friends. The ability to understand a situation from another point of view is an important stage in a child's acquisition of values.

Page 213

1. The reading of this excerpt is a natural lead for a continuation of the discussion about fads. How many fads are adopted because students want to appear more grownup?
2. Have students suggest different ways in which Sara might have replied to Glenda. Talk about the need for tact in replying to a question such as "Well, how do I look?" Sara went on to say that Glenda looked "very glamorous." Discuss the meaning of the word *glamorous*. Is the word always complimentary? Sara said that Toby has "become very sophisticated." Have students use a dictionary to define the meaning of the word. If a thesaurus is available, have them look for synonyms for the words *glamorous* and *sophisticated*.

Page 214

The language activities on this page are integrated with consumer education. The focus is on kinds of fabrics used in clothing and the use and interpretation of clothing-care symbols.

4. All research projects require children to accumulate information and arrange it in a logical pattern or sequence; throughout the elementary grades children should be given opportunities to practice classification skills. This particular activity might be expanded to have children classify the fabrics on the basis of use or qualities.

Page 218

Children should be aware that language changes and evolves. For example, they might list words that their mothers and fathers did not know thirty years ago — words related to space flight, transportation, communication. Remind them, too, that words are often invented to name new fashions, new foods, and new clothing styles.

2. Since many children in their family and peer groups will be exposed to language that might be considered sub-standard by some authorities, emphasize that there are levels of language rather than "good" and "bad" language, and that one level is often more appropriate in one situation than another. Point out that the use of standard English will allow them to more easily communicate with adults and later with people in the working world. With others of their own age, a more informal style might be appropriate. See Notes on Usage in the section Mostly Writing in this guidebook.

Page 219

1. If children have done the theme "What's in a Word" remind them of the "purr" and "growl" words used in advertising. These activities expand the concept that some words have certain associations and introduce the term *connotation*. Being aware of the connotations of words is an important factor in deciding what language is appropriate in a particular situation.

Page 220

- 1-3. Children might choose one activity as a culminating event or small groups might undertake different activities.

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STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing |
|--------------|---|--|---|
| 222-223 | Relating photographs to phrase "balance of nature" | | |
| 224 | | | Expressing opinion about statement |
| 225-229 | Relating story incident to balance of nature Conjecturing about origin of phrases | | |
| 230-231 | Speculating about how story character learned wolf facts Discussing problems of using only one source of information Noting and discussing different sources of information | | |
| 232-233 | Talking about news articles and headlines Listening to classmates in dramatization situations Listening to others in interview | Dramatizing job interview and work situations Acting out interview scene about robin plague | Working in groups |
| 234-235 | Talking about personal reaction to pictures | | |
| 236-237 | Comparing ways man interfered with nature Interpreting writer's feelings and finding sentence to support interpretation Comparing reasons for hunting and trapping Learning about and discussing game laws in own province Listening to classmates' opinions about trapping | | Expressing opinion about people involvement in ecological problem Agreeing or disagreeing with writer's statements |
| 238-239 | Discussing points of view in poems Listening to classmates' ideas | | |

IN LANGUAGE

"No Wild Animal Dies of Old Age"

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|--|---|---|--|
| <p>Writing story about balance of nature based on model</p> <p>Using listed words in poem to describe writer's reactions to wolves</p> <p>Interpreting writer's ideas in cartoon</p> <p>Writing letter to Editor</p> <p>Writing explanation about origin of phrase</p> <p>Making poster or commercial about wolves</p> | <p>Reading excerpt from "Raggylug"</p> <p>Reading nonfiction "The Mothers"</p> <p>Discussing writer's changing points of view</p> | <p>Discussing phrase "the balance of nature"</p> <p>Listing words to describe author's feelings about wolves</p> <p>Talking about meaning of phrase</p> <p>Defining "wolf" expressions</p> <p>Defining "endangered species"</p> | <p>Applying understanding of phrase by creating own picture chain</p> <p>Organizing wildlife center in classroom</p> <p>Listing "foes" of wild animals</p> <p>Preparing written report about an endangered species using card catalogue and outline form</p> |
| <p>Writing headline</p> <p>Making warning sign about ecological problem</p> <p>Writing newspaper ad for mosquito research volunteers</p> <p>Writing letter to friend</p> | | | |
| <p>Writing captions for photos</p> | <p>Appreciating poem "There's a Fire in the Forest"</p> <p>Discussing poet's style</p> | <p>Locating descriptive words in poem</p> <p>Understanding meaning of phrase</p> <p>Listing adjectives to describe photo scenes</p> | <p>Finding out causes of forest fires</p> <p>Noting ways to prevent forest fires in chart or poster</p> <p>Locating information about forest fire fighting methods</p> <p>Determining how forest fires affect balance of nature</p> <p>Finding out about reforestation</p> |
| <p>Explaining how traps work</p> | <p>Reading about two ways man has interfered with balance of nature</p> | <p>Noting words to describe writer</p> | <p>Finding out about hunting traps</p> |
| | <p>Appreciating poems</p> <p>Noting poets' points of view</p> | | <p>Locating poems about animals and hunting</p> |

Photo Study – Ngorongoro Conservation Area
Poem – "The man aimed and looked at me . . ."
Fiction – "The Trail of the Sandhill Stag"
Poem – "Swift Things Are Beautiful"
Nonfiction – "The Story of Cholmondeley the Chimp"
Photo Study – Saving Guatemala's Grebes
Song – "The Fox"

SPIR SELECTIONS

POINTS OF VIEW IN POEMS

Noting points of view in poems
Finding poems about animals and hunting; discussing points of view

No Wild Animal Dies of Old Age

MAN INTERFERING WITH BALANCE OF NATURE

Reading about two ways man has interfered with nature
Comparing reasons for hunting and trapping
Expressing opinions about statements in article
Finding out about hunting traps; writing explanation about how trap works
Discussing game laws
Discussing pros and cons about trapping

FOREST FIRES

Appreciating poem "There's a Fire in the Forest"
Listing adjectives to describe feelings about damaged forests
Writing captions for pictures
Making chart or poster of fire prevention rules
Finding out about methods of fighting forest fires
Learning effects of fires on balance of nature
Finding out about reforestation

of Activities”

Writing story about balance of nature

Organizing wildlife centre in classroom

Creating own picture chain to illustrate expression

Relating pictures to expression

Defining expression

Listing “foes” of wild animals

Expressing opinion about statement

“BALANCE OF NATURE”

DISCUSSING STATEMENT

LITERATURE “THE MOTHERS”

Discussing story

Listing words to describe author's feelings about wolves, and using words in poem

Illustrating recollections of writer

Writing Letter to Editor about wolves from Greg Clark's point of view

Understanding “wolf” expressions; writing story to explain origin

SOURCES OF INFORMATION

Discussing using many sources of information

Preparing research report about an endangered species

UPSETTING THE BALANCE OF NATURE

Reading news articles; discussing and writing headlines

Making sign to warn of ecological breakdown

Writing newspaper ad for mosquito research volunteers

Dramatizing job interview and work situations

Writing letter to friend about summer work in mosquito research

Acting out interview scene about robin plague

No Wild Animal Dies of Old Age

Overview of Theme

The title of the theme, “No Wild Animal Dies of Old Age,” is a line from a story by the Canadian naturalist and writer Ernest Thompson Seton. The concept that one animal becomes the prey of another — that is, the “balance of nature” — and what happens when man intervenes in the balance of nature are the concerns in this science theme. After defining the term balance of nature students consider the varying attitudes people have toward wolves. They then list and evaluate sources of information. News articles describing situations in which the balance of nature has been upset provide starting points for a variety of talking, writing, and acting activities. Short excerpts presenting arguments for and against hunting require children to think critically before making their own value judgments.

Notes on Activities

Pages 222-223

Make sure that students understand the sequence illustrated in the photographs: in the picture chain on page 222, the wheat is eaten by a mouse, which is eaten by a weasel, which is eaten by an owl; on page 223 the aphids are eaten by a spider, which is eaten by a bluebird, which is eaten by a sparrow hawk.

Page 223

1. Give children ample time to discuss the term “the balance of nature.” If they need guidance in discussion skills, refer to Discussion in the Handbook and also to Discussion in the section Mostly Talking in this guidebook. You may wish to record definitions of the term and key statements, and then have students refer back to them when they have completed the theme. Some may have changed their opinions or added to their definitions.

Page 224

If possible, obtain a copy of the story “Raggylug” by Ernest Thompson Seton. It is about two cottontail rabbits and their struggles to avoid threats from a fox.

Page 229

Before undertaking the suggested activities, allow the students to discuss the selection. Some words may need explanation: *contralto*, *cantata*, *aria*, *hors d'oeuvre*, *revelations*, *array*.

Students will probably be aware that there are various beliefs about the habits of wolves. It has been claimed that wolves have attacked people and have carried off children from their homes. Others make the claim that wolves will never attack a human being unless attacked or provoked.

- 2-3. These questions emphasize the idea that one should not arrive at conclusions before all the facts are known. Greg Clark had concluded that the wolves were insane killers, who did not eat their victims but killed for the sake of killing. Simon's explanation, however, shed another light upon the scene. The wolves had not killed for the love of killing. They had killed to ensure a food supply when they would be unable to hunt, much as humans store meat and food for future use.

As a follow-up activity, have students talk about personal situations in which they had preconceived ideas that later had to be amended.

3. Students — especially those who find writing difficult — should be encouraged to use in their own poems and stories words and phrases from reading selections.
4. (b). Having students illustrate Greg Clark's mental pictures is another way of determining their understanding of the main idea.
5. If students have done the theme “Highways and Byways” they will be familiar with the Letter to the Editor. If they are not, bring a newspaper to the classroom and discuss the Letters to the Editor and their purpose.

Page 231

- 1-2. These activities reinforce the idea that one should not arrive at conclusions before all the facts are known and that learning through actual experience and observation (such as Simon's) is of proven value.
3. Students should realize that dictionaries and encyclopedias are not the only sources of information. Point out that their personal reading of books and magazines and viewing of movies and television can also be sources of information. If children are unfamiliar with sources such as magazines, take time to assess their value. Bring to class as many examples as you can of different kinds of magazines — nature magazines, mechanics magazines, hobby magazines, and so forth. Discuss the subjects each magazine deals with and to what special interests each magazine would appeal. Decide which articles would be helpful in preparing reports.
4. Review the various activities involved in research projects. If some children are less able to conduct independent research, divide the class into groups and appoint better students as group leaders.

Pages 234-235

Conservation is of growing concern in our society today — conservation of wild animals and conservation of natural resources. Students who become aware of the need for conservation will, hopefully, become concerned adults.

Page 237

7. Students should be allowed to state opposing views, but lead the class to see that there may be valid reasons for and against the practice.

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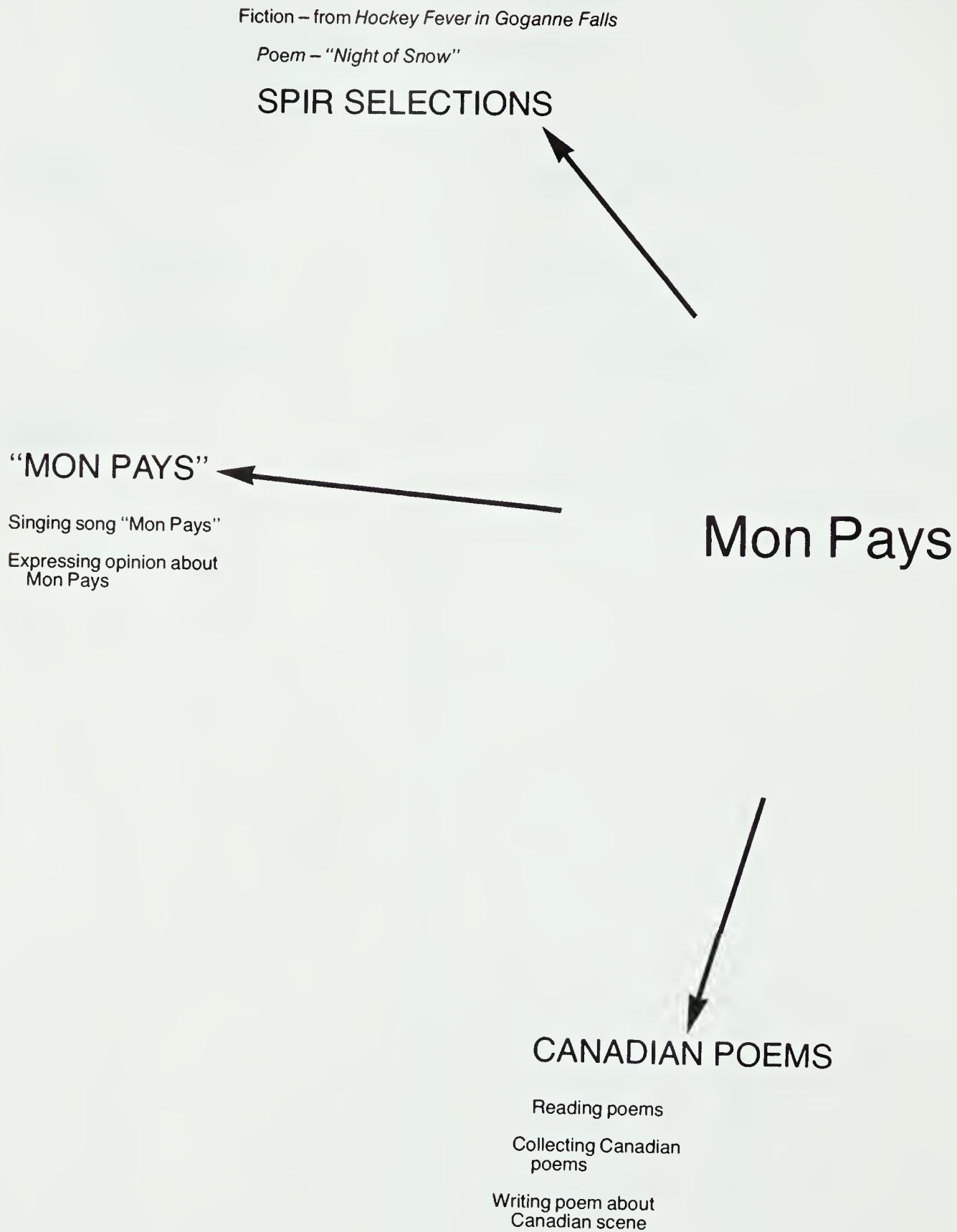
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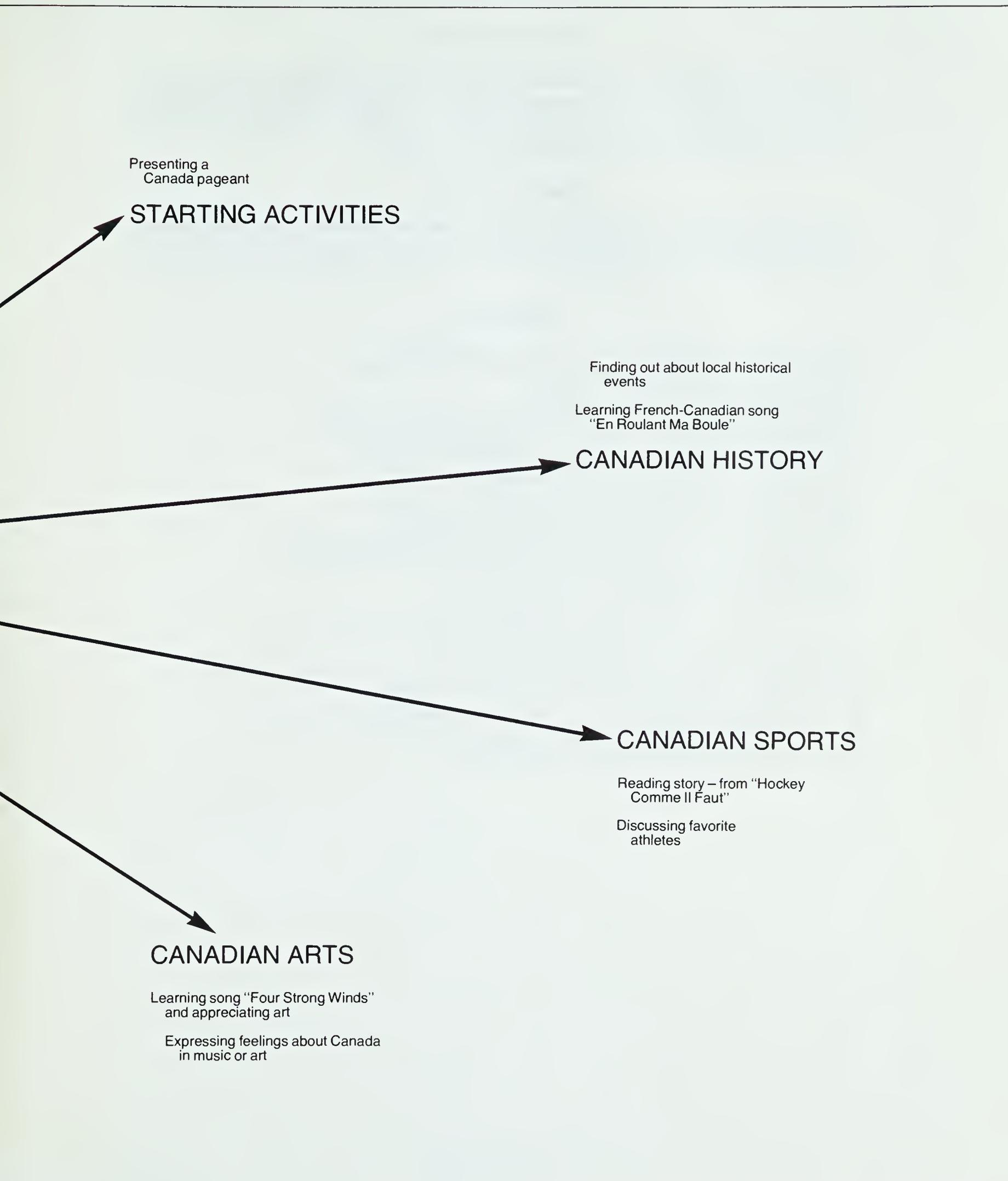
STARTING POINTS
Learning Objectives in

| Pages | Talking Listening | Moving Acting | Valuing |
|---------|---|------------------|--|
| 240-241 | Noting Canadian historical events — in quotes and newspaper headlines Discussing outstanding Canadians, events, writing, and art | | |
| 242-243 | | | |
| 244-245 | Talking about favorite Canadian athlete | | |
| 246-247 | Exploring ways to express feelings about Canada in music or art | | |
| 248-249 | | | |
| 250-251 | | | Expressing opinion about meaning of "mon pays" to individual |
| | | | |

IN LANGUAGE
“Mon Pays”

| Writing | Literary Appreciation | Language Study Vocabulary Development | Locating and Organizing Information |
|-------------------------------------|--|--|--|
| Writing poems about Canadian scenes | <p>Learning folk song “En Roulant Ma Boule”</p> <p>Reading excerpt from “Hockey Comme Il Faut”</p> <p>Learning contemporary folk song “Four Strong Winds”</p> <p>Appreciating Canadian poems</p> <p>Learning song “Mon Pays”</p> | | <p>Finding out about local historical events</p> <p>Collecting poems by Canadian writers</p> |





Mon Pays

Overview of Theme

This social studies theme is a series of mini-themes about Canada and Canadians, past and present. A pictorial map of famous Canadian events as well as photographs are starting points for the section on historical events. This is followed by sections on Canadian sports and athletes, Canadian art and artists, Canadian poetry and prose.

Notes on Activities

The students could work on the entire theme as a class, with different groups doing different mini-themes; each mini-theme could be worked on by the entire class, with different groups each concentrating on one specific activity and then sharing their results with their classmates.

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